

# CHILDREN

## Can Help Themselves

*The Normal Child's Health Behavior*

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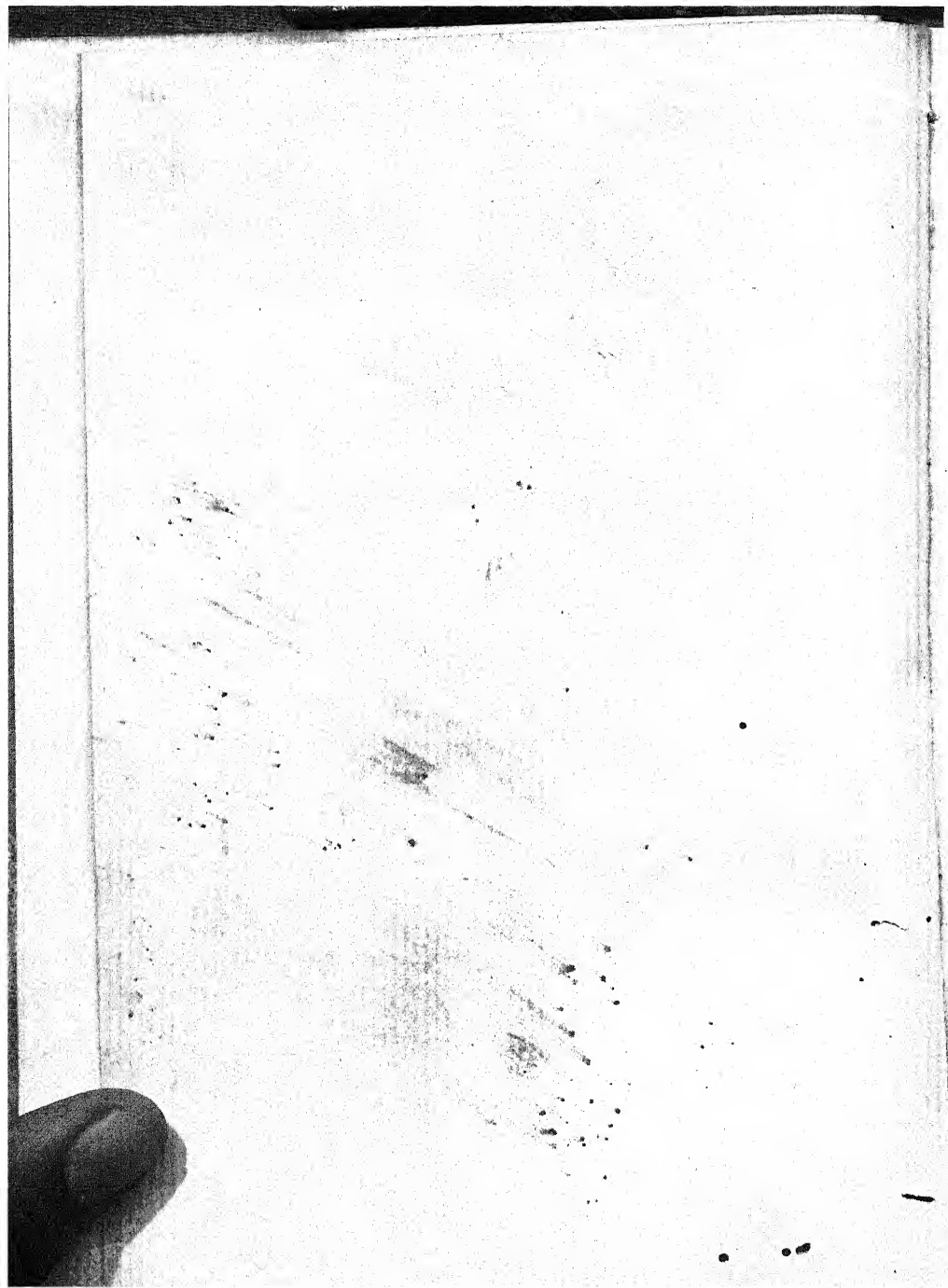
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THIS BOOK IS LOVINGLY DEDICATED  
TO  
MY MOTHER AND FATHER



## *Preface*

FEW parents are in a position to make exact measurements and observations of a large number of children but, nevertheless, they want to know what their own children normally should be expected to do. Among other things they want to know what health habits their children should have formed at different ages. Often the standard is set by what the parents themselves did when they were children, or by what they wanted to do but could not, or by some soaring ambition of their own, some rosy ideal of perfection. Sometimes the standard is set by the behavior of the other children in the neighborhood, and then a child may seem very much worse, or better, than he would in another neighborhood.

In an informal way, ordinary people make very useful estimates in the measurement and comparison of human behavior. One child is bright in mathematics but poor in carpentry; another is average in English but exceptionally good as a violinist. All these terms—"bright," "poor," "average," "exceptional"—imply standards which have a useful meaning, although they are far from exact.

Scientists who are interested in child development have gone about the problem by observing and describing precisely the behavior of a great number of children at different ages, so that they can estimate, for example, the percentage of children who can walk at twelve months, or eighteen months, or the percentage of children who can copy a circle at two, three, or four years. Or perhaps the scientist's purpose is to discover what may be expected in athletic achievement, what children of a certain age, height, and weight may be expected to do in the fifty-yard dash, or in throwing a baseball.

The story of David, as told in this book, describes the kinds of health behavior which generally may be expected at different stages of the child's development, from infancy to adolescence.

It also describes some of the normal variations from the more usual behavior, for no two children go through these stages in just the same way. It provides parents with a basis for comparing their child's health behavior with the conduct which is characteristic of many children, especially those in homes where parents are able to provide the essentials of healthful living and are trying to give their children sensible guidance. The material in the book is based, to a large extent, on studies of actual child behavior which have been made by many investigators.

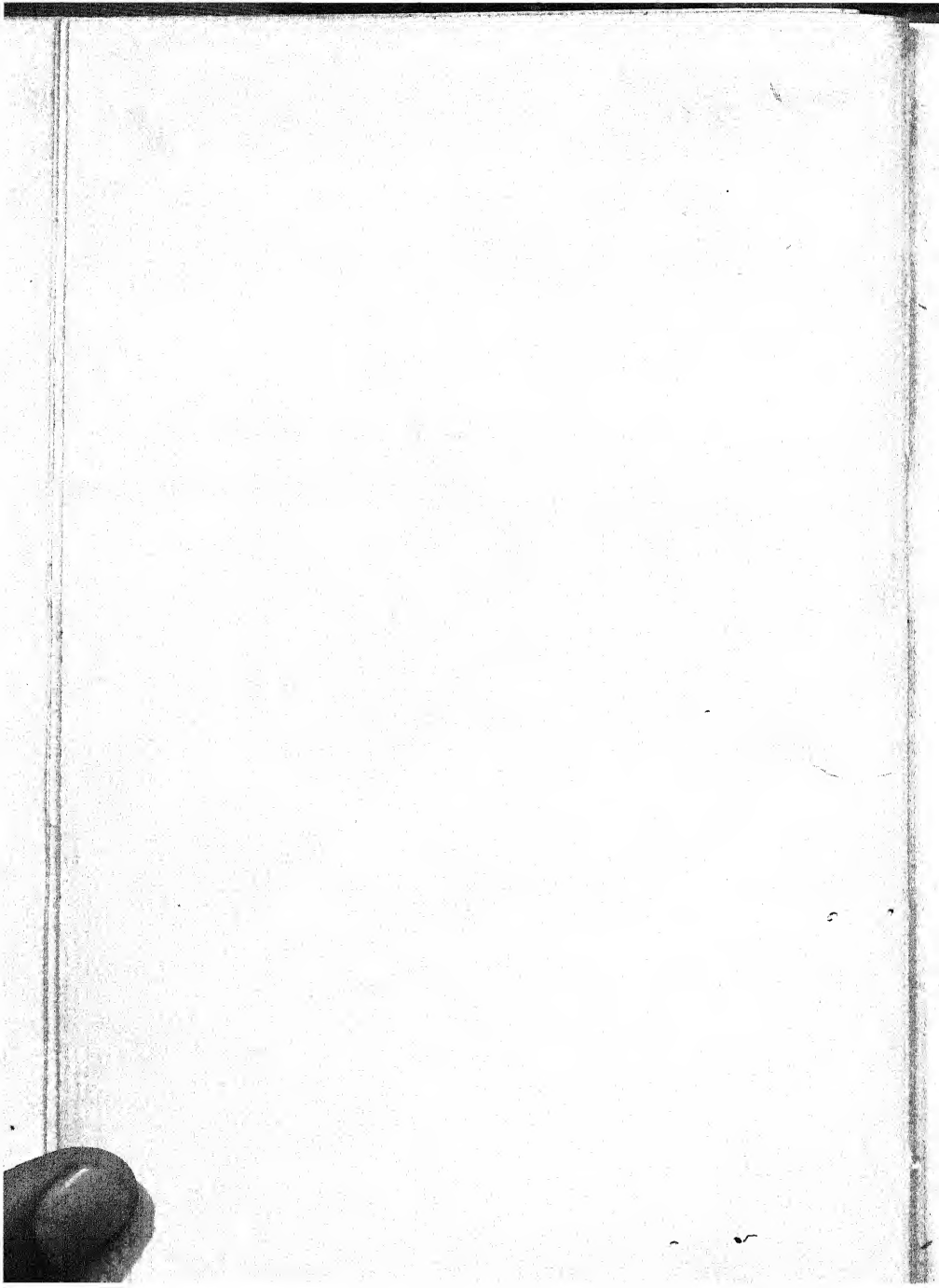
Parents need many kinds of information about child health, about heredity, or prenatal care, or the technique of sterilizing the baby's bottles, or planning a balanced diet for the family. But unless parents know how to teach the child to protect his own health, their knowledge can be only partially effective. What the child does for himself is so vital to his health and growth that schools have established programs of health education from kindergarten through high school. Nevertheless, the home holds the key position in health education, as it does in character formation, and parents are the principal health educators of the country, whether they realize it or not. Through his home experiences, the child forms health attitudes and habits which may remain with him much of his life.

Changes both in behavior and in physical development are rapid and spectacular during the baby's first year of life, when he is growing at a faster rate than he ever will again. Five chapters of this book describe the various stages of health behavior through which babies pass, on the average, at approximately one, four, eight, twelve, and eighteen months. From two to five years, one chapter for each year describes the child's progress. After that, the changes in behavior are described at two more levels, with three-year intervals, at eight and eleven years. When the average child reaches the age of eleven or twelve years, he is nearly ready to leave childhood and to enter the earlier stages of adolescence, when the problems of healthful living will be rather different from those of his more sheltered, younger years.

## *PREFACE*

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This book is centered in the child's own behavior, rather than in methods by which parents care for their children's health, and its theme, stressed in the beginning, middle, and end, is told in the title, "Children Can Help Themselves." Only so can they "increase in wisdom and stature, and in favour with God and man."



## *Acknowledgments*

In writing this book about children, I am first of all indebted to the children who have been so obliging as to grow up while I knew them. Charlie and Tommy, Fred, Roger, Teddy, Moulton, Don, Olive Anne, Byrne, Michael and Bootsie, Ellen, Johnny, and the others, all have taught me something about the ways of the young.

I am indebted, too, to the many scientific observers of children's behavior who have shared the results of their work with all who are willing to read and study their published reports. Some of their names are found in the footnotes throughout this book.

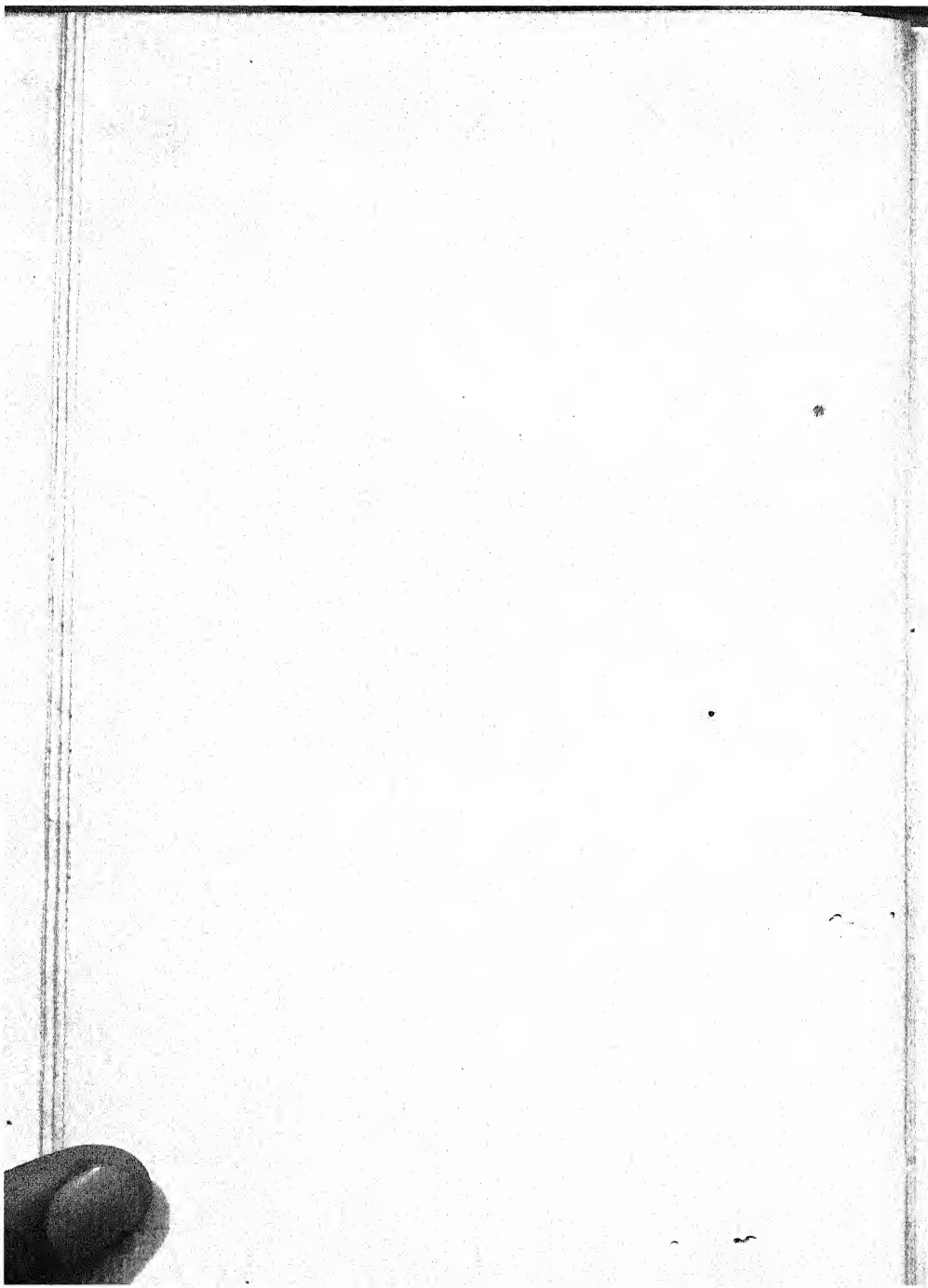
To Doctor Thomas D. Wood, my teacher and friend, who many years ago first directed my attention and study toward the progressive development of the health behavior of children, I also wish to acknowledge my indebtedness.

Permission to base parts of this book upon certain of their publications has been graciously granted by the D. Appleton-Century Company and by A. S. Barnes and Company.

My father, Doctor Charles H. Lerrigo, read the manuscript, and in the light of his many years of experience as a physician both in private practice and in public health made many helpful suggestions. My friend, Gertrude Cassidy, who is both physician and mother, also read the manuscript with a critical and helpful eye. Doctor Walter C. Thorpe read and made suggestions about the portions of the book dealing with dental health and care of the teeth. I am grateful to all of them for the pains they have taken to make this book more useful.

Last, but by no means least, my thanks go to my husband, William J. McWilliams, who first urged me to write this book, and who, from the beginning, has given me cheer or criticism, as needed.

M. O. L.





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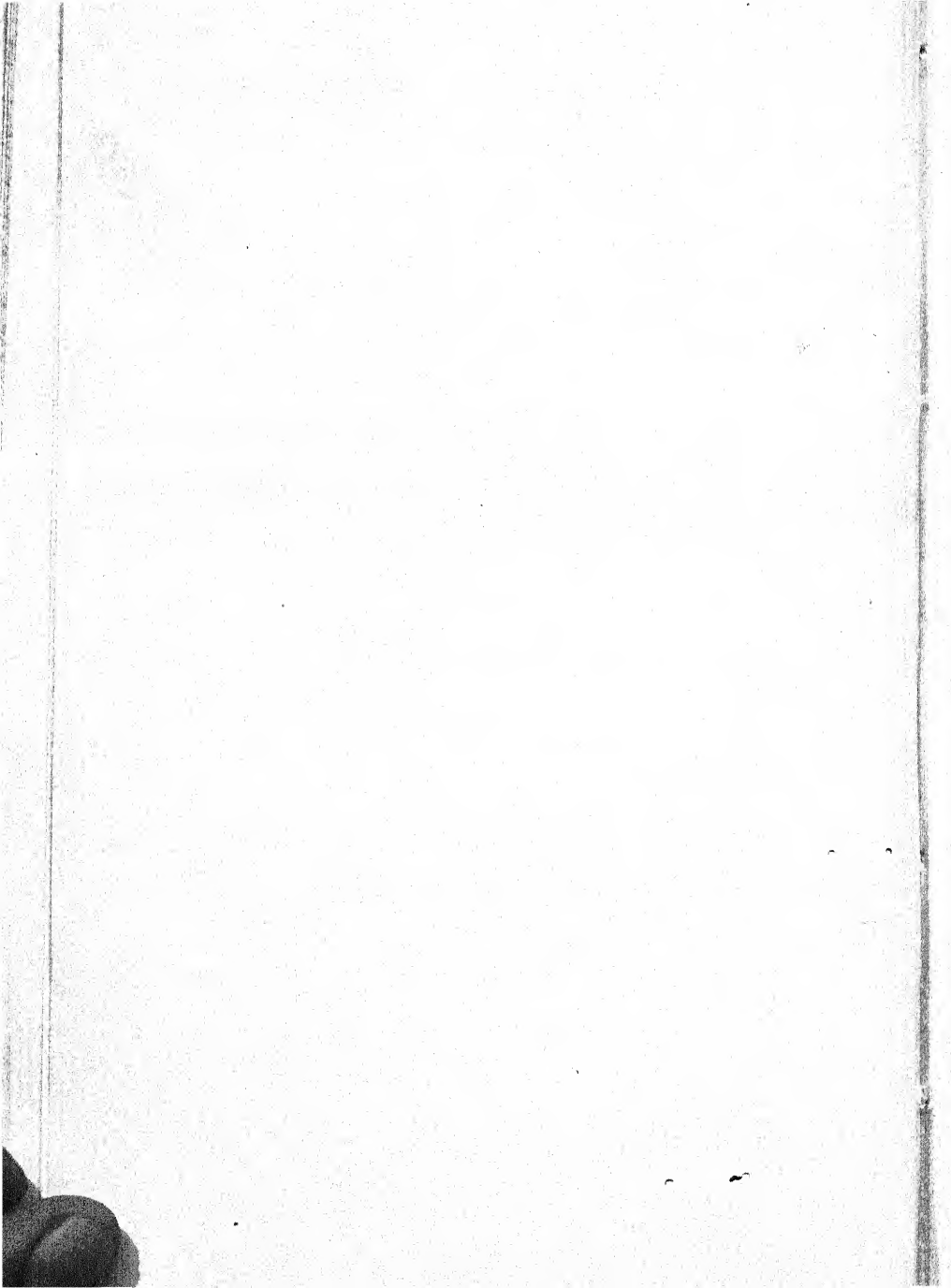
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**CHILDREN  
CAN HELP THEMSELVES**



## *Introducing David*

DAVID was born a month ago today. While he and his mother were still in the hospital, she wrote a letter about his arrival.

"We are certainly proud of our son. He weighed seven pounds and seven ounces, and was twenty-one and a half inches tall at birth. He has fine features, and his hands are very boyish. He has blue eyes and lots of light, gold-brown hair with a big curl on top. In fact, he really is a beautiful baby; his skin is peaches and cream and very fair. The nurse told me yesterday that she thought our David was one of the cutest babies they have had in the nursery in a long time. Was I puffed up! You should see David's dad. He certainly is proud of this boy. His friends are bewildered; they don't know what to think when Jack acts the way he does about our baby."

Jack would be insufferable if his friends weren't blessed with a sense of humor. He seems to think that David is the first baby ever born, and that all his friends are waiting eagerly to learn every detail of David's behavior. Actually, those who have babies of their own are waiting politely for a pause in Jack's monologue to tell what *their* babies are up to. Those who do not have babies are waiting for the chance to sneak away, not too obviously!

Marjory and Jack have spent a considerable part of their savings to give David as healthy a start in life as possible. It seems a great deal of money to spend on such a small bundle, but their physician, Doctor Lynn, assures them that their expenditures for prenatal medical attention, for hospital care, and other costs of David's birth will prove to be their best investment.

Now that the baby has made a good beginning, his parents will try to follow their doctor's advice about feeding schedules, sun baths, clothing, toilet training, immunization, and other health matters. They haven't given it much thought before, but now they appreciate their good fortune in living in a community

where public health officials safeguard milk, water, and food supplies, and fight a good fight against disease when it threatens—all for their baby's sake, as far as Marjory and Jack are concerned. Marjory said as much to the doctor.

"You and Jack and I, and all those public health nurses and people in the laboratories will give David a pretty good chance to grow up healthy and strong, won't we?"

"You're forgetting one other source of help," said the doctor.

Marjory had known Doctor Lynn for years and she had no doubt of his meaning. "Well, I was just talking about *earthly* help," she said, apologetically.

The doctor laughed. "I've been glad to give the Lord credit for the recovery of many of my patients," he said, "but this time I was thinking about your own baby as a helper. Young David there will be your greatest ally, if you give him the right kind of health education. When all's said and done, the things that he himself will do will often be more important to his health than anything you or I or public health officials can do for him. And it's not too soon to begin, right now."

"The right kind of health education?" Jack repeated, obviously bewildered.

"Don't let it worry you," advised the doctor. "You'll learn! Right now it means chiefly that you and Marjory should give your baby the kind of food he needs, regularly, when he needs it; should see that he gets enough sleep at regular times, keep him clean and comfortable, and protect him from hazards such as sniffing visitors. If he gets used to a healthful routine now, when he's a baby, these experiences will make it easier for him to have good health habits later on."

"It doesn't sound so very hard," Jack admitted, but there was still doubt in his voice.

"You think there's a catch in it somewhere?" the doctor asked. "Well, maybe there is. You and Marjory can't sleep late now, because the baby wants his breakfast. You can't take those long Sunday rides because David's too young for such trips. You can't go to the movies just any time you feel like it, because Marjory has to nurse the baby at ten o'clock. You'll find that you have



to discipline yourselves before you can discipline your baby; you have to be willing to make sacrifices and go to a good deal of trouble to set the stage so that David's daily experiences will teach him to do the things that keep him well and strong. But the results are worth while, and there's fun in it too, as you watch your baby develop into a fine, healthy boy."

Another rule for Jack and Marjory to follow when, as parents, they also fill the role of health teachers, is to know as much about David as it is possible for them to know. Jack has suddenly realized that the boundaries of his ignorance take in a huge territory. For one thing, he is secretly worried because the baby's head wobbles. Jack has seen so few month-old babies that he doesn't know whether this is a right and natural wobble, or whether the doctor is concealing some dreadful defect when he declares that David is a strong, normal baby.

Marjory has her secret questions too. Are the baby's eyes all right? Can he see? Then why can't he grab his rattle or his bottle more successfully? And does he know she's his mother? And he has never smiled; wouldn't it be dreadful if he had no sense of humor!

When David is a year old, there will be another set of questions. Is he slow in walking? Should he be "housebroken"? What should be done when he sucks his thumb? And when, please the Lord, will he feed himself? When David is five or ten years old, his parents will still have questions about his health behavior. They will still wonder whether he is able to do what a boy of his age ought to do, in his play, in his games, and in looking after himself.

Jack and Marjory may answer some of their questions and learn a great deal about David by the direct method of first-hand observation, and also by the indirect method of comparing him with other children. For example, by the time Jack had heard five fathers brag that their babies, aged anywhere from six to eight months, were sitting up by themselves, he reached the conclusion that six to eight months was a not unusual age for babies to begin to sit up by themselves. He was expectant, although not the less proud, when his own son sat up, by him-

self, for sixty-five seconds at the age of twenty-six weeks. Did he keep the story of this event to himself? Ask his neighbors!

#### COMPARING BABIES

The game of comparing the cute tricks of one baby with another is a very old one. Possibly Adam and Eve indulged in it unwisely and made unfavorable comments about Cain which rankled secretly in the child's mind for a long time and caused his jealous disposition.

In the twentieth century, the game of baby comparison has taken a new turn. The scientists have taken it up. They have invented some extraordinarily elaborate methods, and they seem to play the game with as much zest as the most enthusiastic parents. The scientists and the parents express themselves in different terms, however.

"Boy B shows motor ineptness, but Boy D has superior motor co-ordination," says the scientist.

The mother of Tommy, aged two, and Billy, four, says, "Tommy walks lots better at two than Billy did, and he's more clever with his hands, too. Tommy pulls the electric plugs out and puts them in again as easily as Billy does now."

There are two ways of comparing babies, or children of any age, and both are used by scientific investigators as well as by ordinary parents. One way is to compare a baby with other babies of about the same age. The other method is to compare a baby's behavior at one age with what he did when he was younger, to see what progress he is making. Jack and Marjory will find both methods useful in helping them to become well acquainted with their son, but they are aware of certain drawbacks. There are only three or four babies of David's age in the entire neighborhood. Suppose the two nearest babies, the ones they see every day, are unusually advanced for their age. By comparison, David would seem slow, even if, actually, he was better than average.

As time goes on, Marjory is none too sure that Baby Elizabeth's mother doesn't exaggerate! She says that at five months

of age, Elizabeth can already say three words, but she'll only say them for her mother when they're alone!

"Well, you have to take her word for it, I guess," said Jack to Marjory. "Or—do you?"

It is at such a point that the scientists have the advantage over Jack and Marjory, who will gladly use the information the scientists have assembled. When scientists compare babies, they usually manage to observe a rather large number of them. They try to arrange the same conditions for observing each baby, and to observe the same points in each baby's behavior. Sometimes they are fortunate enough to observe the same group of children over a period of several years, thus combining the two methods of comparing the children with each other, and of noting each child's progress from year to year.

Through giving many different kinds of tests and observing a great many children, the scientists who are interested in child growth and development have accumulated a large amount of information, some of it useful, some of it very odd. Some of this information deals with the way children usually develop in the use of their bodies, in the use of hands and feet, in posture, in walking, running, and jumping. Some scientists have investigated the child's eating behavior at different ages, and others have probed his social and emotional life. Does he get mad for the same reasons at two years as at five? And if not, why not? Many other investigations have dealt with the child's ability in using and understanding language, and in applying his intelligence to solve his problems.

One thing is agreed upon by all the scientists who investigate child behavior: children are like each other, in general, but it's normal for them to differ widely from each other in details. For example, every normal, healthy child learns to walk, but while Jimmy walks alone at twelve months, Tommy is sixteen months before he walks alone, and he's quite normal. There may be limits to the normal differences; for example, 85 per cent or more of children can walk alone at the age of eighteen months, and the child who cannot walk alone at that age or soon after may need medical attention. The extent to which a child

may normally differ from other children is not always as easily stated as is the age of walking alone, and in most kinds of behavior the normal possibilities of variation from child to child are very wide.

This is a comforting thing for Jack and Marjory and other young parents to know. David doesn't have to be just like other children; in fact, he won't be just like any other child. He'll be himself.

But here is a strange thing. It is equally comforting, at other times, to know that David is like other children. When he gets notions about his food, it's comforting to know that other children have had those same notions—and have forgotten them. When he has a relapse in his toilet training, it's a comfort to know that the doctor's grandchild is going through the same thing. And how delightfully surprising to learn that that charming little Hansen child used to have temper tantrums, too, or to find that she isn't always generous with her toys!

Much of the information that has been accumulated by the scientists, the doctors, nurses, child psychologists, and observant parents is useful to Marjory and Jack as they begin their long term as health teachers. It's a waste of time to try to teach David to feed himself before he can wield a spoon successfully. Obviously; but when can he be expected to manage a spoon? David, at three years, has a very odd way of throwing a ball, no matter how hard Jack tries to teach him better, and Jack wonders despairingly if his son is doomed to be the last one chosen on the neighborhood baseball team, or if other three-year-olds are like him.

This book is written for Jack and Marjory and other parents who want to help their children to learn to do for themselves the things that safeguard their health. As Marjory's doctor says, "Parents are often willing to do everything for their children except to teach them what to do for themselves."

Each of the chapters of this book deals with a particular age of childhood and contains information intended to help parents to decide what kind of health behavior they may reasonably expect from their child who is near that age. The information in

the chapters has been assembled from a wide variety of reports of observations of child behavior and it suggests both the general pattern of health behavior for children of a particular age and some of the ways in which children differ from each other.

## *One Month Old*

DAVID is one month old. In the past ten months, nine in seclusion and one out in the world, he has successfully survived the period when more children die than in any other full year of life. The remainder of the first year after birth will be fairly hazardous, but less so than the weeks he has already weathered. He has been protected, so far, by the efforts of his parents, their doctor, and the nurses at the hospital. Now, in his own home, David should have food that agrees with him, at hours that suit him, he should be kept clean and comfortable, and he needs a warm, cozy place to sleep. He weighs nearly nine pounds now.

Although he is only a month old, he is not too young to learn. In such a few weeks, he has already learned something about how to manage his parents by crying, about how to use his lips and his mouth, and how to move his head, his arms, and his legs. Furthermore, he already does some things for himself that are very important for his health.

Yes, David does things for himself even at this age. No, he is not a superbaby. Jack and Marjory need not think of placing him on exhibition. The things that he does for himself are just what most healthy babies do. Here are some of them.

### WHEN HE EATS

David does his own suckling and swallowing, and is quite successful as long as he is given nothing but liquids. This may be nothing remarkable to those who care to look at it in that way, but anyone who has tried to feed a baby who didn't want to be fed will go to any lengths to maintain the baby's enthusiasm for doing his own suckling and swallowing. David fumbles a little in reaching for the nipple with his lips, he drools, and swallows some air while he nurses but, on the whole, he feeds himself ably. He is already more skilful than when

he came home from the hospital, but of course he can't eat solids yet. Sometimes he has a bottle meal and sometimes one from his mother's breast, for she hasn't enough milk for his total supply.

To a limited degree, David regulates the amount he eats, either by refusing to take all that is offered him or by crying for more. When he feels satisfied, he drops his head from the breast or bottle, or goes to sleep. He may want more food some days than others, but if he is forced to take too much, it usually comes back up.

Marjory is having difficulty with some of the mistakes of most young mothers. It may be that she has not yet realized that the hints her baby gives about his appetite are worth serious attention, and that they can help her and the doctor to decide upon the most satisfactory feeding schedule. Sometimes David cries for half an hour or an hour before his meals, and at night too, on occasion. Perhaps he is trying to tell her that his formula doesn't entirely agree with him, or that his four-hour feeding schedule isn't just right. His crying isn't very polite, but it's his only way of saying that he's hungry or miserable.

Doctor Lynn, more used to the ways of babies than Marjory, understood David's protests and made a change in his formula.

"Such crying isn't normal for a baby," the doctor explained. "We'll change his formula and, if need be, we'll change it again to make it agree with him. A good start is of first importance but, since babies aren't turned out from a standardized assembly line, we may have to study your baby a little to find what is just right for him. Too bad you can't nurse him entirely. When the mother can do so, that is usually best."

In a few days, David is able to show his appreciation of what the doctor and his mother have done for him. The new formula agrees with him better and he cries less. He's quite a water-drinker too, and seems to like his diluted orange juice and even his cod-liver oil.

Many babies accommodate themselves happily to a clockwork schedule of meals every four hours but, unfortunately for his mother's routine, David is not one of them. He doesn't realize

that he interferes with the efficiency of her work, but he wants his food when he's hungry, whether or not it's exactly four hours from his last meal, and he says so in a loud voice.

"Some babies get hungry at shorter intervals than others, perhaps every three hours. And a baby's hunger periods don't necessarily come at exactly regular times, either," Doctor Lynn told Marjory. "Be as regular as you can, but take his feelings into account, too. If his stomach is contracting with hunger pains, he has inside information about it, and when he's hungry, you'd better feed him. A long crying spell is poor preparation for digesting a meal. You needn't be afraid of spoiling him by paying reasonable attention to variations in his hunger rhythm; instead you'll keep him contented and good-natured."

#### WHEN HE SLEEPS

At the advanced age of one month, David goes to sleep by himself. Grandma often lies awake half the night for no reason at all, and she envies him his ability to drop off. Since the doctor changed his formula, and David is more comfortable, he can sleep from eighteen to twenty hours out of the twenty-four, and he actually seems to prefer being asleep to being awake. He sleeps most of the time between feedings, and this schedule gives him five or six sleeping periods in the twenty-four-hour day. Babies who eat oftener have a larger number of shorter sleeping periods. Sometimes he sleeps from his 10 P.M. feeding through the night, but most of the time he wakes for his 2 A.M. feeding. In about another month, he'll do without this early morning meal. Many babies of his age already omit it.

David not only goes to sleep by himself, but he wakes up by himself, too. He wakens when he's hungry, or uncomfortable, or in pain. But he also wakens briefly, sometimes at intervals of only a few minutes, to yawn, stretch, open his eyes, and go back to sleep.

Jack says the baby's too young to be spoiled, but Marjory has her doubts; and so they have agreed not to teach him, just yet at any rate, the pleasures of being rocked, sung to, patted, and



coaxed to go to sleep. When he's well, David goes to sleep easily enough so that it is fairly easy for them to follow this rule.

But it's a temptation to show him off. "Just let us have a peek!" the visitors plead. "We won't wake him up, we promise."

Marjory almost yields, but then she remembers her friend's baby, little Tom. He was such a beautiful baby, made to be admired. But how his mother wished, later on, that she hadn't broken into his regular sleeping habits to please her visitors!

"I'm sorry, girls," Marjory tells her callers. "I'm not trying to raise my baby just by the book, necessarily, but I know he shouldn't be disturbed. Come when he's awake, next time."

#### WHEN HE WETS OR SOILS HIMSELF

He empties his bladder or bowel whenever he feels like it, regardless of people or places. He urinates frequently, all through the day and night. His bowel movements are still rather irregular, but he usually has two or three a day. David dislikes being wet, and he cries until he is made dry and comfortable again. Sometimes he awakens as he urinates during his nap, but he goes back to sleep as soon as he has been cared for.

#### WHEN HE EXERCISES

David's posture is a bit on the froggy side, but it is worth noticing, even though he can't stand up and pose. If he is placed in his bed, stomach down, he will probably hold his legs tucked under him, bent at the knees, and his arms will be bent at the elbows. When he lies on his back, he usually has his head turned to one side, with the arm on that side stretched out fairly straight, and the other arm bent at the elbow, the fist somewhere near his head or chest. Unless he is so tightly wrapped that he can't wriggle, David never skips a day's exercise, thereby making a better record than his dad. True, he takes his exercise lying down and in doses comparatively small for a future football captain, but he takes it.

He especially enjoys the time every day when he lies in his

crib without any clothes on. Kicking is real fun then. He likes the massage he gets after his bath, too, although he objected at first. "He simply won't have it, Doctor," Marjory complained.

"No wonder," the doctor replied. "You're tickling him with that light touch. Rub him firmly, like this. He won't break!"

Just now, he's busy exercising his head. Yes, his brain gets a work-out, too, but it's the outside of his head that his dad and mother can watch. David can turn his head to one side and back again, when he's lying on his back, but he can't lift it. When he is lying on his stomach, or when he is held to the shoulder, he can lift his head a little. This isn't much of a trick, but it's the beginning of his ability to balance his head. If he couldn't hold his head up, in balance, how could he pay attention to what goes on around him? And how could he learn to walk upright? The smaller muscles of his face get their exercise, too. He opens, closes, and purses his lips, sticks his tongue out a little, yawns, sneezes, blinks, frowns, and moves his head and eyes to a limited extent. All exercise!

David waves his hands and arms a good deal and thrashes the air like a windmill at times. If his hand accidentally touches his face or his mouth, he may put his fingers or thumb in his mouth to suck. Marjory worried about it at first, but the doctor told her just to remove them gently, and David doesn't seem to care. He really isn't much interested in sucking his fingers anyway; he gets enough sucking at his mother's breast and his bottle.

Although he has no voluntary control of his hands and arms as yet, he does enjoy a sort of finger play. He fans his fingers out, or makes a fist, and if your finger is placed in the palm of his hand, he automatically closes his fingers over it, although the thumb gives very little help. He can't see well enough yet to reach for anything deliberately, and it's impossible for him to pick up the things that lie beside him.

David kicks. He stretches. He fans his toes if you tickle his feet. He squirms. He can't yet turn over from back to side, or side to back, and so he must do most of his exercising as he lies in one place. It's a comfort to Marjory to know that she

can leave him in the middle of the bed, and find him there when she comes back twenty minutes later.

#### LEARNING ABOUT THE WORLD

This old world is all new to David and, although he isn't yet as well equipped to investigate it as he will be in a few months, he is doing his best. His nervous system is still incomplete, but he can see, he can hear, he can taste and smell, and he can feel pressure, pain, heat and cold.

His eyes have responded to light from the time he was born, but the retina, the nerves which connect the eyes with the brain, and the nerves and muscles which control the movements of the eyeballs and the focusing of the eyes are not yet completely developed. Because of this immaturity, and his habit of lying with his head turned to one side, the world that he sees is rather small and vague. It's hard to know whether one color looks different from another to him, as yet. He often stares vacantly at the window, or at large objects in his field of vision. Sometimes he stares so hard at Marjory's face that she is sure he knows her. Jack smiles knowingly and refuses to argue about it!

Marjory also thinks that David knows her voice. At any rate, he stopped crying the other day when she talked to him. Then the door slammed with a bang, and he was so startled that he began to cry again. He definitely doesn't like sudden, loud noises. There's no doubt now that he can hear, but in a few weeks more kinds of sounds will begin to interest him, and he'll learn more about what they mean.

He shows that his sense of smell is in order, for when he detects the odor of milk, he reaches for it with his mouth. He already prefers some tastes to others, and likes the sweet tastes best. However, he takes his cod-liver oil without fussing. Perhaps he likes it.

David is beginning to learn how things feel, and especially how they feel to his lips and tongue. He feels the pain of intestinal gas, but he isn't as sensitive to skin pain, such as a pin

prick, as he will be later on. He shivers uncomfortably, or gets blue, when he is cold. When he is too hot, his skin reddens, and he perspires and breathes rapidly. He seems to like the feeling of being warm but not hot.

It's reassuring to Jack and Marjory to know that David's eyes and ears and other sense organs seem to be in as good working order as can be expected from a month-old baby. Healthy sense organs and a sound nervous system are among the minimum essentials for the health of David's mind, as well as his body.

#### EXPRESSING HIS FEELINGS AND EMOTIONS

When David is well, he sleeps three-fourths of the day or more, and takes about two hours of the remaining four or five for his nursing. There isn't much time left for emotional expression. Yet the very fact that he eats well and sleeps well is evidence of his feelings of comfort and satisfaction.

When he is hungry, or in pain, or uncomfortable, his sleepy, contented existence is disturbed, and then how he cries! He puts his whole heart, soul, and body into it, literally, for he cries with the movements of his body, as well as with his voice. He won't cry quietly, with his body at rest, until he is older. Tears come now, but he cried without tears until recently.

Sometimes it is hard to discover the reason for his crying. One morning, when Marjory was in the room with David, she was opening a bundle of laundry wrapped tightly in stiff paper. He burst out crying, and it was several minutes before she realized that he was frightened by the sharp, cutting noise made by tearing the paper. Sometimes he cries because he's so tightly covered that he can't move his arms. He sometimes cries when the attentions of his mother or his dad stop and he is left alone. Marjory takes the position that it's well to play safe, to investigate, and to make the baby comfortable. After all, he has only one way of telling about his misery, whether he is in real trouble or just uncomfortable.

Sometimes he cries louder than at others, but at this age his emotional outbursts are much alike, whatever their cause. He

has other little ways of showing milder displeasure, such as turning his head away from the washcloth, but he relies on crying as his chief call for help.

Marjory wants to help David not to be afraid of his bath, but he is still such a new baby that she is a bit afraid herself, to tell the truth, because he seems so little and fragile, although she knows that he survived a great deal of pushing and shoving in getting out into the world. At the first bath, she was so nervous that she held him awkwardly, and he almost slipped from her grasp, but now she is learning to hold him surely, and he feels more at ease. She tests the temperature of the water, keeps the soap out of his eyes, and dries him carefully. He'll learn soon that his bath is fun.

Most of the emotional storms that disrupt David's life, and the lives of his month-old contemporaries, are caused by physical discomfort or pain, or need of change. The right food, and a feeding schedule to satisfy each baby, dry and comfortable clothing, a good place to sleep, and freedom for waving arms and legs when movement is desired, will do a great deal at this age to keep the baby happy and peaceful. He needs his parents' love, too, and the atmosphere of a serene, well-ordered home. Perhaps he will need this background even more in another few months than he does now, but if it is lacking when he is one month old, there is but little time left to provide it before he will begin seriously to feel its lack.

#### GETTING ACQUAINTED

David at one month is not really a sociable creature, and he may just as well be left alone much of the time. He may stare at his mother now and then, and his face may brighten when another face comes near his own, but Jack pooh-poohs the idea that the baby recognizes anyone. Probably dad is right.

David likes the attention his mother gives him. He likes to be fed, of course, and he likes to be dried when he wets himself. He likes all these things that his mother does for him, but he has scarcely picked her out as a person yet. No, he doesn't really

appreciate people as people, but another few weeks of experience will make him more sociable.

Marjory insists that David can smile, and this makes dad smile very broadly. It won't be very long, though, until the boy settles the question once for all, by grinning a real grin. Then watch Jack with his camera!

One of David's social deficiencies is his lack of polite conversation. He makes a few little mewling or throaty noises, but aside from that, he tells the world in a loud, crying voice if he has anything to say.

At this stage of his life, Marjory is glad that David isn't very sociably inclined, since the doctor has told her that the baby should be protected from the risk of too many social contacts. No visitor with a cold, sniffles, or sneezes may be admitted into his presence. When grandma came for the first time, making a trip of 300 miles, Marjory allowed her to hold the baby, even though she had a cold. She was surprised at the doctor's sharp reproof. There's to be no fooling with this rule, he insists. If Marjory has a sniffle, she covers her face and mouth with gauze while she cares for the baby. David's body tissues will have an amazing and complex capacity to develop resistance to disease germs as he grows older, but while he is a baby, and in his early childhood, his resistance is not fully developed. In the first year of life, especially, the results of infectious diseases, including colds, are likely to be serious, and Marjory is glad to follow the common-sense precautions the doctor has advised.

#### DAVID'S HEALTH HABITS

It is too soon to say that David has formed any health habits, but the simple things that he already does for himself give Marjory and Jack the opportunity to begin his education and training, a little here, a little there. David gets hungry, and he likes to eat; Marjory will do her best to foster good appetite as months pass. He likes to wave his arms and kick, and he'll demand more and more movement as the weeks go by. His parents will see that he has plenty of chance for action. He moves

his bowels without the least difficulty; and when it is time for him to learn to withhold his bowel movements, his mother will try to train him in a way that avoids constipation, emotional distress, and other unhappy consequences. He cries, for good reasons, using his only vocal signal of distress, and his parents will try to conduct themselves so that they do not teach him to abuse that cry for help.

In all these things, David is much like other babies of his age. With every passing week, he will become more and more of an individual, more and more himself. To his mother, he is already like no other baby in the world, and of course she is actually right. To the neighbors and other casual observers, however, David's actions now seem very much like those of any other baby of his age.

David's next-door neighbor, Elizabeth, was born in the same hospital, the same week as David.

"Don't know how their mothers tell 'em apart," says the nice old gentleman across the street. This is absurd, Marjory says, because David's eyes are blue, and Elizabeth's are not nearly so blue. *No one* is like David!

## Four Months Old

It's the same David, but ninety days have gone by, and he is now four months old. What a change! He weighs fifteen pounds, and he's a bit over twenty-five inches tall. His lungs, stomach, heart, and muscles have been growing and developing, as well as his bones and his nervous system. Consequently, his behavior is now more grown-up. Let's watch him while he eats.

### WHEN HE EATS

David can feed himself more easily now, although his mother sometimes has to help him locate the source of supply when he is nursing. He can even do a few tricks. Just watch his lips sputter when he puts them around the nipple.

"That's to show us that he has a more flexible lip than he had last week," Jack declares. "What'll you bet he'll be a saxaphonist?" But Marjory merely smiles.

David can suck more strongly with his tongue, so strongly that he chokes now and then. And if he has to belch—beg pardon—he manages it quite easily, with much less patting to bring up the wind than he required a few weeks ago.

He nurses eagerly and enjoys his meals now that he has the right food. Sometimes he smiles when he starts to nurse. When he sees either the breast or the bottle being made ready for him, he poises his lips and tongue to receive the nipple. A much more knowing little fellow than he was some weeks ago! He likes the cozy, warm, comfortable feeling when his mother holds him while he nurses. Sometimes he pats the bottle with his hands, or grasps it, using chiefly his fingers and the palm of his hand, for his thumbs aren't much help yet. He can't hold the bottle by himself.<sup>1</sup>

<sup>1</sup> See Gesell, Arnold, and Ilg, Frances L.: *Feeding Behavior of Infants*, Philadelphia: Lippincott, 1937, for full description of changes in infant feeding behavior.



David usually takes five meals a day, beginning with breakfast at six o'clock. From then on, he gets hungry at fairly regular intervals of about four hours until he has had his late supper at ten P.M. He usually sleeps through the night without waking for a two A.M. feeding.

Although his appetite is fairly regular, he doesn't always call for his meals according to the living-room clock. He knows nothing about clocks but, as Doctor Lynn has pointed out to Marjory, David does know a hunger pain when he feels it. When it isn't very bad, he frets; when it gets worse, he cries. Yesterday he was ready for his dinner by half-past one instead of two, perhaps because of the cool weather, or because of extra kicking and arm-waving that morning. Whatever the reason, he was crying with hunger at half-past one.

Marjory fed him then, following the policy the doctor suggested. On the whole, David is a reasonable little fellow about his meals, and if he wants a meal half-an-hour early, he probably should have it then. Marjory tries to help David's growing digestive system to form regular habits of hunger and appetite by feeding him, as a rule, according to a regular schedule, but when the schedule obviously doesn't satisfy her son, she changes it. After all, since the baby wasn't made for the schedule, the schedule should be made for him.

David usually takes about six or seven ounces at a meal. Sometimes he takes less; sometimes he calls for seconds. When he has had enough, he draws his head away with a polite little smile, and looks around to see what goes on. If Marjory tries to prolong his meal, his smile may change to a cry of protest. This is a definite "No, thank you!" Marjory finds it hard to accept his decision but, since David is gaining steadily, the doctor says that there is no reason to worry if he takes a little more or a little less food on some days than on others.

Today, David is having a very special meal. He is getting his first taste of semisolid food, a nice, smooth, mushy cereal.

"Why, you naughty little fellow! You spat it out!" says Marjory. The truth is that David isn't naughty, but his tongue and his lips have had no previous practice with any kind of food

but liquids, and he'll have to learn some new tricks before he can swallow easily even his semisolid cereal. Just now, he really can't help it if he sticks his tongue out, and the food with it. Marjory can help him to swallow the cereal by placing it towards the back of his mouth. Getting the solid food from the front of his mouth to the back is a difficult manoeuvre for the immature muscles and nerves of his tongue and mouth.

Learning to get used to the spoon isn't easy, either, but sometimes David can manage to suck the food from the spoon with his tongue held underneath it.

He has to learn to like the cereal, too. David is a conservative, inclined to think that what was good enough for him a month ago is good enough now. A little of this new food goes a long way—especially when he spits it out! Marjory doesn't force the issue, and by next week, or the next, or perhaps even tomorrow, he'll take his cereal and like it. He can be won over by his mother's patient willingness to let him get acquainted with a new food slowly. It's a good thing to know this, for he'll be trying new foods often from now on.

Marjory claims that David can drink from a cup, but Jack says that all the boy does is to suck up the liquid while his mother holds the cup and tilts it towards him at just the right moment. Naturally, he spills a good deal. He makes mouth and head movements like those he uses when he nurses. The mouth movements of real drinking are too complicated for him.

Although David has already been introduced to his own cup and spoon, many more months will pass before he can handle them like a little man.

David's eating habits are much like those of other babies of his age, but it's not surprising when a baby thrives on a different feeding schedule, taking more frequent meals, or a smaller number of ounces each day. Most babies won't be ready for semisolid foods until they are about as old as David is, but some of them take to their cereal from its first introduction. David's next-door neighbor, Elizabeth, who is just two days older than he is, surprised her mother pleasantly in that respect.

## WHEN HE SLEEPS

When all is well with his world, David sleeps about three-fourths of the time, putting in sixteen to eighteen hours a day. Marjory is thankful for this blessing; it gives her a chance to read or to do something besides boiling bottles and hanging the diapers on the line. Some babies, including Elizabeth, sleep fewer hours than David—usually fifteen or sixteen hours daily—but others sleep more than he.

After David wakes in the morning for his six-o'clock feeding, he usually goes back to sleep for a couple of hours. He awakens some time before his ten-o'clock dinner. The middle of the afternoon finds him asleep again, but he is awake and craving company and food before six. Then to bed, but he wakes again for late supper at ten, and then sleeps the rest of the night. This sleep schedule dovetails with his feeding schedule, but babies who have a different schedule of meals will naturally have different sleeping periods.

On David's bad days, it isn't so simple. Oh, yes, he has bad days. If he cries, and keeps on crying after she has left him in his crib, Marjory goes back to look for open safety-pins, wind on the stomach, wet diapers, or blankets that are too tightly wrapped. Her mother love tempts her to pick him up and play with him, but experience has shown her that David quickly learns to take advantage, and that it may take a week or two to undo the results of a few days of indulgence. So now she comforts him, soothes him, and leaves him. If he cries again after she has left him, she waits a few minutes, then goes back and quiets and soothes him again, but she doesn't play with him. He is learning that when he is left in his crib he is expected to go to sleep.

David's crib is now in his own room, and he sleeps by himself, without lights, never having been made aware that there might be anything frightening about the dark. He can move more easily now, and sometimes turns from his back to his side or his stomach, sleeping in the side position instead of on his back,

but most of the time he continues to sleep on his back. He sleeps without a pillow. His sleep is deeper and less easily disturbed now than it was three months ago. On the other hand, when he is awake, he is wider awake and pays more attention to what is going on than he did when he was younger.

When he is tired, David shows it by yawning, by his sleepy expression and dull, half-closed eyes, and by the slowing down of his movements. When she reads these signs, Marjory gives him the chance to go to sleep.

#### THE DIAPER QUESTION AGAIN

David continues to urinate frequently, day and night, when and where he pleases. To tell the truth, he couldn't keep from it if he tried, because of his immature nervous system. If Marjory tried to keep him from wetting his diapers, she would spend half of her time holding him on the chamber. She wisely postpones training him until much later and keeps a good stock of clean, dry diapers on hand.

He has settled down by now to two bowel movements a day, which come with fair regularity at the same hours each day. When they are ready to come, come they do, and David can't hold them back. Marjory is waiting until later before teaching him to use the chamber for his bowel movements. It will be easier for him, and for her, when he can sit up by himself without being held.

One of Marjory's friends who has a daughter David's age boasts that she has already trained her baby. Marjory envies her the improved laundry situation, but the doctor tells her that it is better not to force the question of toilet training until David's nervous system is more mature, for a baby may pay a price in tension or irritability if he is forced beyond his normal development. David will learn quickly enough when he is older. That happy day seems far in the future to this mother, just now.

David enjoys being dry and clean, but he is less likely to cry because he is wet than he was some weeks ago. Perhaps wetness makes him less uncomfortable, now that he's a bigger boy.

## WHEN HE EXERCISES

Watch out! That's the edge of the bed, and it's a long way to the floor. Marjory left David on the bed, a little off-center, when she went to answer the telephone. He was lying on his stomach. Feeling lively, he raised his head and shoulders off the bed, propping himself on his arms to look around. When he flopped, he was several inches nearer the edge than he had been. A few more tries! A sudden thump, a second's silence, and then a loud yell! Marjory ran from the phone to find David on the floor. The bump on his forehead frightened Marjory even more than it hurt David, but he had forgotten it in a little while. Marjory won't forget it, though. It's the crib or the floor for David, from now on, until he gets his play-pen.

Jack brags that David can sit up. "At four months?" his skeptical neighbor asks. Jack then admits that the boy has to have plenty of pillows propped around him. However, he can hold his head up by himself, without a wobble, while he looks around. Jack gets more fun out of holding David now that his head seems to be firmly attached.

David's exercise is more playful now. He gurgles and laughs. One of his favorite games is hand-clasp. He plays this by trying to take hold of one hand with the other. Very often he can't make connections, but he keeps on trying. He's really just finding out what his hands are for, and what to do with them.

If Marjory holds David's rattle near him, he seems to try to reach for it with his head and shoulders, as well as his arms. It still is rather hard for him to move one part of his body without moving all of it. When he reaches for his rattle, both his arms reach eagerly, but they travel past each other, and the rattle too, without making contact. He doesn't know enough to open his fists when he reaches, but if his mother touches his hand with the rattle, he'll grasp it tightly. While the rattle is in his hand, David shakes it, lifts or lowers it, and moves it about.<sup>2</sup>

He needs very few toys, for he is still busy playing with his

<sup>2</sup> See Gesell, Arnold, and others: *The First Five Years of Life*, New York: Harper and Brothers, 1940, for description of motor development of infants.

own anatomy and finding out about it. He likes the freedom of movement during his sun bath. He stretches or curves his arms and legs, or his fingers. He lifts his legs or his arms, or his head and shoulders, and then lowers them again. He turns a foot this way or that, twists his fingers at the joints, rubs his legs together, hits his face with his hands, opens and closes his mouth and his eyes, and thinks it's all great fun. He rolls from his side to his back, or from his back to his stomach. He enjoys his bath and splashes with his hands. All this may seem a simple sort of amusement, but it's what David likes to do.

Now and then, while David is playing, his fingers or his thumb go into his mouth. Marjory quietly takes them out and gives him his rattle to play with. David isn't a very intense thumb-sucker; he's more likely to do it when he's hungry, or when his gums are red and swollen. Marjory doesn't worry too much about it.

When his dad holds him upright, with his toes on the bed, David makes little stepping movements, but he can't support more than the smallest fraction of his own weight. His legs and lower trunk develop strength and muscular control later than his head, shoulders, and arms.

David has time each day, often during his sun bath, when he can enjoy his play without being hampered by clothes. Then he makes the best of his freedom. Some babies are naturally less active than David, and need to be encouraged by having some one play with them gently for a few minutes. David needs no encouragement to make him kick for dear life, but Elizabeth lies rather quietly unless her mother encourages her. When her mother presses a hand against the soles of Elizabeth's feet, she will push against her mother's hands strongly. She reaches for the rattle her mother holds out to her. She likes it when her mother rolls her over and is beginning to get the idea of turning from her back to her side, by herself.

David is content to play by himself during much of the time that he is awake. Marjory and Jack restrain their impulse to entertain him, except for a few minutes at a time, because long periods of playing with grown-ups are tiring and exciting for a

four-months-old baby. It is better for David not to learn to depend too much on adult attention for his enjoyment.

#### PREVENTING ILLNESS

Marjory and Jack, the doctor, and the community health officials do a great many of the things that help to protect David from illness, but he does some of the work himself. Before he was born, his mother, as all mothers do, transmitted to him from her own tissues a temporary immunity against some infectious diseases. It is very rare for babies under six months of age to have scarlet fever, measles, diphtheria, German measles, mumps, rheumatic fever, influenza, or infantile paralysis, because of this transmitted immunity. However, young babies have no immunity to whooping-cough, tuberculosis, or chicken-pox.<sup>3</sup> Whooping-cough and tuberculosis are especially dangerous for young babies.

In another few months, the temporary natural immunity which David acquired from his mother will have worn off, and his own tissues will be more ready to take up the fight against disease. Soon after he is six months old, he will be immunized against diphtheria, and that will be a good beginning.

When David begins to feel sick, he may display warning signals to tell his mother about it. If she notices these signals promptly, she and the doctor have a better chance of helping David to get well quickly than if she fails to see them for several days. *Fever* is one of the plainest signals. David's temperature, like that of most babies, usually ranges from 98.6 to 99.6 degrees, rectal. When it is higher than 100 degrees, Marjory notifies the doctor. If he is unusually *restless* or *irritable*, that may be another way of saying that he doesn't feel well. Sometimes *unusual drowsiness* means that he's miserable and wants to be let alone. Once or twice, when he has had a cold, he has *refused to eat* his accustomed food. David is rarely ill, but his mother would be on the alert for other red danger flags, such as vomiting, diarrhoea, running nose, redness or discharge from the eyes, cough-

<sup>3</sup> Dwyer, H. L.: *Your Child in Health and Disease*, New York: Knopf, 1936, p. 240.

ing, unusually rapid breathing, hoarseness, or a croupy cough, or crying from pain. A rash with fever, or a cold in the head with fever are signs of trouble, too. Marjory has had little experience, fortunately, with these signs of illness, but she is trying to learn when to call the doctor.

#### LEARNING ABOUT THE WORLD

David's brain and the other parts of his nervous system have grown and developed in the past three months. This development has increased his ability to see, to move, to understand what is going on, and to learn new things. The muscles and nerves of his eyes now control eye movements and eye focusing more satisfactorily, so that his eyes now help him to guide his movements. Look at him reach for his bottle when he sees it! He missed it the first time, but now he has grasped it. David also can distinguish colors, and even seems to prefer some colors to others.

With better-developed brain, sense organs, and nervous system, David is now able to learn the meaning of many of the things that go on around him. The fact that he sits up against his pillows and can look around at a bigger world with improved vision also speeds up his rate of learning. He recognizes mother and dad. He knows that a meal is coming when he sees his bottle, or when his mother holds him as she prepares to nurse him. He seems to know what to expect when Marjory bathes him or changes his diapers.

David is learning about sounds, too. He pays attention when he hears voices, and seems to enjoy having people talk to him. The sound of Marjory's voice sometimes stops his crying. He is also learning to know the sound of footsteps. Loud sudden noises may frighten him at times.

He is also learning a great deal by the "touch system," as he feels things with his hands and with his lips and tongue.

#### EXPRESSING HIS FEELINGS AND EMOTIONS

David is a healthy, happy baby who cries no more than the average. He sleeps and eats well, and seems to enjoy most of his



waking moments. When he is feeling comfortable and contented, he wears a self-satisfied, pleased expression, with the corners of his mouth turned up, and a little twinkle in his eyes. During a good work-out, while he is kicking his legs and waving his arms, he often expresses his pleasure more actively. Sometimes he laughs out loud, and gurgles or babbles as he does his exercises.

In spite of the fact that David is a healthy and happy baby, he puts on quite an act when he's displeased. As babies of his age go, he doesn't cry frequently, but he does cry more often than he will in another six or eight months. If he's anything like a group of babies whose "emotional episodes" were counted during their first two years, he will cry only three times when he's a year old to five times that he cries now.<sup>4</sup>

Discomfort, hunger, pain, and need of change are by far the most frequent causes of David's crying. He may want a change of position. Perhaps he wants to sit up, or to be turned over. He may be tired and sleepy, he may be wet, or he may want his dinner. All of these are good reasons for crying, since that is his only way of calling for help.

Next to these reasons, he cries most often when his mother or his dad ends the attention he has been receiving. He often cries a little when Marjory puts him down and leaves him in his crib, but Marjory has learned to pay but little attention to this kind of crying. This is the inconvenient side of the fact that David is beginning to be a more sociable little fellow and much more fun than when he was only a month old.

Marjory thinks that she can tell a difference now in the sound of David's hunger cry, or the cry when he's hurt, but Jack isn't so sure of it. David still cries whole-heartedly, with his body movements as well as his voice.

Like other human beings, he naturally tries to escape the things that he doesn't like. Watch him when his mother tries to clean his nose with a cotton swab. He turns his head away, or throws it back, he pushes with his hands, or his feet, and struggles to the extent of his ability to get away from her hand at his

<sup>4</sup> Blatz, William, and Millichamp, D. A.: *The Development of Emotion in the Infant*, Toronto: University of Toronto Press, 1935.

nose. It will be a long time before he learns to accept necessary discomfort or pain without fussing.

Except when he is obviously crying because she has just left him, Marjory tries to remedy the causes of David's crying as promptly as she can, so that he won't fall into the habit of being a crying baby. "Letting him cry it out" may be useful when he's old enough to cry wilfully, but it's doubtful treatment for David at four months of age.

#### GETTING ACQUAINTED

David is now beginning to win friends and influence people, and his technique is worth watching. See how his face brightens as he recognizes his mother or his dad? And grandma and grandpa, too. Now that he can see pretty well, David doesn't make the mistake of letting a friend go by without recognizing him.

He has a pleasant smile for all the people who do things for him from day to day. "More than you can say for my boss!" says Jack. With that winning smile, David will soon have his grandpa wrapped around his crooked little finger.

His social graces are still limited, however. He's usually sober with strangers, but he accepts their attentions calmly. Other babies don't interest him. When Elizabeth comes to call with her mother, the babies may smile at each other—or they may not. They are not even polite; they are merely indifferent. The cuteness of the dear little baby girl simply leaves David cold.

David is beginning to acquire some conversation. He gurgles and laughs, coos, chuckles, and bubbles. Sometimes, less politely, he grunts. Jack boasts that he has heard David say two words, "Oh" and "Ah," but Marjory points out—she read it in a book—that David can say some of the consonant sounds and many of the vowel sounds, and "a" and "o" are nothing more than that. At any rate, David is learning to control the flow of air over his vocal cords, and sometimes he seems to babble rather sociably.

David is beginning to make a few calls, too. Lately he went

to the doctor's office for a health examination, politely returning the calls the doctor had made at his home. To Marjory's relief, he wasn't frightened by the strange surroundings, and he smiled at his old friend the doctor.

The rule of "No callers with colds" still applies to David's social life.

As time goes on, the mental, emotional, and social developments in David's life will be more clearly important in relation to his health than they are at present. Even now Marjory is convinced that the doctor is right when he says that David is usually happy because he's so healthy, and that keeping him happy will help him to stay healthy.

## *Eight Months*

DAVID is eight months, going on nine. He's a lively armful and weighs nineteen animated pounds. Now he's beginning to get ideas of his own. He can't put them into words, but his mother and his dad try to understand what he tells them through his actions. By watching his behavior at meals, and when he sleeps and plays, they learn a great deal about his developing mind, and about his feelings, and his health.

"If his stomach is the road to a man's heart, it's because that was the road to his mind when he was a baby," said the doctor to Marjory. "If you watch your baby while he eats, you'll see that he is learning a great deal, not only about his food, but about the people who feed him, and about the eating utensils and other matters connected with eating."

### WHEN HE EATS

David has learned to like a good many new foods in the past four months. He enjoys his mashed carrots and peas, his egg yolk, and cereal. His tongue tries out the feel, as well as the taste, of new foods. He likes to chew on his zwieback or toast. But he's a spinach spitter! He definitely does not like spinach. David's doctor says that David gets the same minerals and vitamins from the variety of other foods that he eats. It does him more good to eat food that he likes, happily, than to struggle and be upset over one food that he doesn't like. Perhaps spinach will taste better when he is a few weeks or months older. Marjory will offer it to him now and then to find out.

Although David likes his food comfortably warm, neither cold nor hot, his neighbor, Elizabeth, prefers her milk cold, and lets her carrots wait until they are cool. There's no accounting for tastes!

David has a good appetite and takes his food eagerly, as a rule. Notice how he opens his mouth for his cereal before the spoon is ready, or listen to him babble when he sees his bottle. His sounds may not make words, but they make sense, for they tell his mother that he wants his dinner. Sometimes they tell her that he wants it now, this very minute.

Although he usually eats heartily, enough is as good as a feast in his opinion, and he won't eat more than he wants just to be polite. When he is through, he plays with his bottle, drops it, or throws it down. If this is a spoon-fed meal, he reaches for the spoon to play with it, or bites the spoon without taking food from it. If Marjory tries to insist, he turns his head away, splutters, or even cries.

When David refuses to eat all of his meal, it is hard for his mother to keep from worrying about the last few bites left in his dish. Like many other young mothers, she is inclined to be over-anxious about his eating, and it is hard for her to learn that his refusal to eat everything is often merely a sign that she has over-estimated his capacity. As long as he is well and lively, is gaining in weight, and shows no signs of illness, she need not worry about the little daily variations in the amount of food he takes.

David continues to take his meals rather regularly, every four hours from the time when he wakes in the morning at about six o'clock, until ten at night. Now and then he wakes half an hour or an hour earlier or later than usual, and in such cases, Marjory reckons his meal schedule from the hour when he wakes and demands food. He is a little irregular about his ten P.M. supper, and occasionally won't wake up for it. It won't be long until he goes without it all the time. He gets along quite well on the feeding schedule which Marjory and the doctor have planned for him, but other babies may need a rather different schedule. Elizabeth already goes without her ten o'clock supper.

David sits up for most of his meals, but sometimes he takes his bottle lying down. His more grown-up posture and the increasing skill of his arms and hands will enable him to feed

himself, in time. Even now he can do tricks with his bottle. See him hold it all by himself for a little while? He tires if he tries to hold it for the whole meal. He can hold it with both hands, or with one hand, or he can shift hands, and he can tilt the bottle to the necessary angle. When he drops it, he often succeeds in grasping the bottle again, by the nipple.

He has his tongue under control by now, and swallows the mashed vegetables and cereals without trouble. He is beginning to chew, although not very skilfully, and he moves the food around his mouth with his tongue, in a simple sort of mastication. He has two lower teeth which help a little in the chewing.

His spoon has become an old friend, and he takes food from it eagerly, although with movements that would look odd in his dad. As Marjory fills the spoon, David bends forward from the trunk, with wide-open mouth, to bring his head towards the spoon. He presses his lips against it, then draws his head away, leaving the spoon fairly empty. Then he bobs upright again. When he's really hungry, he bobs back and forth at a great rate. He doesn't try to feed himself with the spoon yet, but when he's had enough to eat he likes to play with it. It's fun to have mother pick it up if he drops it on the floor.

David has earned a promotion in cup-drinking, too. He can hold the cup alone, for a very short time, but when he does, it's "safety first" to have the cup nearly empty. Marjory holds it for him most of the time. He stoops to it eagerly with open mouth, and usually takes one or two swallows at a time. He's likely to choke if he takes more without stopping for breath, but his choking doesn't seem to bother him as much as it does his mother, who has to mop up.

Anything that David gets into his hands goes next to his mouth. Jack says that the youngster evidently lives from hand to mouth, and he hopes that David will get over it before he goes into business for himself! The truth is that David's mouth tells him how things feel, as well as how they taste, and the hand-to-mouth habit is part of his education. He'll outgrow it, but now Marjory and Jack are careful not to leave small, easily swallowed objects in the baby's reach.

## WHEN HE SLEEPS

David sleeps somewhat less than he did at four months of age, but sleeping still occupies about fourteen to seventeen, but usually fifteen or sixteen hours of his day. A part of this time he may be only dozing. He sleeps soundly and is not very easily disturbed.

Sometimes he takes a little nap after his 6 A.M. feeding; sometimes he doesn't. He usually has a late morning nap and a mid-afternoon nap. After his six o'clock supper, he occasionally sleeps through the night without waking for his ten P.M. supper.

He can roll over easily now, and changes his position from his back to his side, or his stomach, and back again. He doesn't like tight clothing or bedding which keeps him from moving his arms and legs. He stretches his body and his hands and rubs his eyes when he wakes. Sitting up by himself is still such an eagerly enjoyed novelty that sometimes he insists on sitting up after he has been put in his bed to sleep.

David is less contented to be left alone in his crib to go to sleep than he was some weeks ago. He likes company now, and he often objects when his mother leaves him. Sometimes he wins the argument and persuades her to take him up. It has never been easy for Marjory to act the stern parent who firmly ignores the baby's crying, and she has no wish to fill that role. On the other hand, she doesn't want to spoil David, and she knows that regular sleeping habits are essential for his good health. She finds that there are ways of persuading him that he wants to go to sleep. He is growing fond of his "snuggly," a soft little comforter which he likes to feel next his cheek when he goes to bed. Marjory isn't sure that this is a good idea, but she lets him have it. She has also noticed that he doesn't like to be taken abruptly from his play-pen and left alone in his crib, and so she cuddles him for a few minutes, and makes him comfortable before she leaves him. At night, she doesn't hurry when she undresses him. If she can keep a steady course, he'll accept the idea that the thing to do is to go to sleep when he's left in his crib.

## MORE DIAPERS

David still wets his diapers as often as he likes, and it's inconveniently often. Marjory takes it calmly, since she knows that he will form the dry habit when he is old enough. He likes to have a clean diaper, but he doesn't fuss much when he's wet. He will be more particular when he is older.

Now that he can sit up by himself, David is learning to sit on the chamber for his bowel movements. At the hour when his bowels usually move, Marjory lets him sit on the chamber for a short time, but not long enough to get tired. There is no reason for her to feel upset, or to scold her baby if he has his bowel movement in his diaper at this age.

## EXERCISE AND PLAY

That thing in the middle of the floor is David's play-pen. It's a necessary part of his equipment now that he can so easily crawl into trouble when Marjory's back is turned. He has had his play-pen for two months and was used to it before he began to crawl. At present, he crawls with his abdomen resting on the floor while he pushes and pulls with arms and legs. He'll soon find creeping on hands and knees lots faster than crawling.

When Jack holds him upright, David can support his weight on his toes for a short time. He makes stepping movements and dances and bounces up and down in delight. In another few weeks, he'll learn to pull himself to a standing position when he's left in his play-pen. Elizabeth, who is smaller and lighter than David, already shows signs of trying to pull herself up, but such activity is rather unusual among eight-months-old babies.

David loves to sit up by himself, and can scarcely be persuaded now to lie down unless he is sleepy. He can lie down, sit up, and lie down again by himself, and he can keep his balance while he leans forward for his ball and sits erect again.

Watch out for your glasses, grandpa! When David grabs for them now, he often makes connections, although his reaching movements are still a little jerky. He has now passed through



several stages in learning to use his hands. At first, he could only wave hands and arms in the general direction of the thing that attracted him. Later, he succeeded in touching it, and after that he learned to scoop at it with the palm of his hand when he tried to pick it up. Now he is learning to pick things up between his thumb and fingers, as grown people do. It's still hard for him to let go. Unless he drops his block accidentally, he can't release it easily from his hand without pressing it against the floor, or the table-top, or some other firm surface. Perhaps he presses it into his other hand.

David likes a few simple toys now. His rattle, a few blocks, a cup or a spoon, a lid, a string of large beads, and a ball are fun to handle, and he can do a surprising number of things with them. He doesn't need all these things at once; two or three will satisfy him. Marjory remembers that they all go into his mouth, and so she gives him blocks that are unpainted or painted with harmless vegetable dyes. Of course, she gives him nothing that is sharp or pointed. She keeps the powder can out of his reach, even though it is closed. Too many babies have been suffocated by inhalation of powder.

David loves his sun bath, and he likes to be free to kick and squirm and wriggle without clothes to hamper him. Marjory gives him this free exercise period every day. He likes his outdoor airing, whether he takes it sleeping in his carriage or playing in his play-pen. He has fun splashing in his bath, too, with some floating toys to keep him company.

He plays quite happily in his play-pen much of the time, but he also likes to cover bigger distances, and Marjory lets him crawl and creep on the floor some of the time. He needs this chance to explore, but now and then he gets into trouble with electric cords, sockets, lamps, and other objects that are strange and new to him. One day the floor lamp crashed when he tried to pull himself up by it, and David was thoroughly frightened. Marjory now lets him go exploring only when she can watch him.

Thumb-sucking is one of David's exercises now and then, sad to say, especially when he's teething, or if he's hungry and tired.

Marjory gives him his ball, or his string of big wooden beads, or a piece of zwieback, so that he will have something else to do with his hands. She doesn't worry too much about this habit yet and, on the doctor's advice, she does not try to use mechanical devices to keep David's thumb out of his mouth. The restraint would irritate the baby and make his thumb more interesting. If thumb-sucking becomes a more serious and absorbing habit with David, Marjory will consult the doctor again about it.

Now and then when David is kicking his feet and waving his arms, his hands discover his genitals. He touches them, as he explores his nose, his ears, his hair, or other parts of his body, but soon his interest shifts to some other activity. Except to give him a toy to interest him instead, Marjory pays no attention to such harmless incidents, and doesn't scold him, say "no, no," or in any way turn his attention to what is just an unconscious action on David's part.

David's accomplishments in sitting up, creeping, and using his hands, arms, and legs are quite similar to those of the majority of eight-months-old babies. Some babies however, do these things at either an earlier or a later age. Elizabeth's mother knows a six-months-old baby girl who creeps and tries to pull herself to a standing position in her play-pen, but such precocity is unusual. No two babies learn to use their bodies and to control their movements at exactly the same age, nor do they develop their new skills in just the same order.

#### LEARNING ABOUT THE WORLD

David not only sits up by himself, but he sits up and takes notice. He is learning fast now. There are many more things to look at when he is sitting up than when he is lying down with his eyes turned towards the ceiling. He can see quite well, and his eyes tell him a great deal about his world, although his perception of distances and depth will grow clearer. Experience will teach him to interpret what he sees.

He is learning about sounds, too, and he shows that he con-

nects some sounds with the things that make them, when he turns towards the source of the sound to listen to it. When he is outdoors, he sometimes seems to listen to the birds.

"David takes after me," says Jack as he notices that the baby seems to be listening to the radio. "He's a good listener. Maybe you've noticed it."

Marjory agrees. "Yes, he's like you, all right. Do you know what he likes to listen to best? His own voice!"

David is beginning to grasp some complicated ideas. When he drops his rattle from his crib, he now looks through the railings to the floor. He knows that the rattle is on the floor. When he was several months younger, he scarcely seemed to miss his rattle when he lost it. At six months, he might seem disappointed for a few minutes, but he had no idea what had happened to the rattle when it fell out of sight. He is learning now that things fall when he drops them. A first lesson in physics! He is also learning, alas, that it's fun to have mother pick them up! With Jack's help, she has found a way to stop that, and to conserve time and effort.

"The kid's going to be a good mechanic; he has a good tool sense," Jack announced. When Marjory hooted impolitely, dad gave a demonstration. He tied David's rattle to the crib railing with a long string. After David had been playing with the rattle for a while, it fell overboard, as it often did. David looked towards the floor, tried to reach towards it, then picked up a piece of paper near him and started crumpling it, the rattle forgotten. Jack looked sheepish. "He pulled the rattle up by the string when I did it before," he declared. In another few weeks, however, Jack's trick will be very useful and Marjory will often tie the baby's rattle, or other toys, to the crib railing. David will know enough to pull the rattle up by himself, and Marjory will save many steps.

David's education continues also through his lips, his tongue, and his hands, for they are helping him to find out about the softness and hardness, the heat and cold, and the smoothness and roughness of things. His nose, too, helps him investigate, and even now he sniffs the fragrance of flowers.

## EXPRESSING HIS FEELINGS AND EMOTIONS

David enjoys life most of the time. When he's feeling happy and comfortable, he often laughs out loud. He laughs in his play, when Jack plays hide-and-seek with him, and he frequently laughs when someone talks to him or when he awakens.

There is greater variety in the expression of his feelings now. Sometimes he expresses intent interest, as by reaching eagerly for the ticking clock, even though it is across the room from him. Jack sometimes goes away on business for a day or two, and David now greets his return with an expression of pleased surprise. He also has more ways of saying "I don't like it," than he did four months ago. Then he showed displeasure by crying, or restlessness, with only occasional screaming or struggling. Now he may do any of these things, or he may thrust out his arms, or throw things, or show his resistance or refusal as best he can by his bodily movements. There's more variety also in the sound of his crying. Sometimes he lies quietly as he cries, instead of thrashing about with his whole body.

David cries somewhat less often than he did at four months of age, but his reasons are much the same. Discomfort, hunger, pain, or need of change cause the greater part of his crying, and the ending of adult attention is the next most frequent cause. He cries when his baby ambitions are thwarted, too. He's been reaching for that ball with all his might, and now he can't get it, try as he may. Here come the tears! Not silent ones, either! Grandma has picked up the ball, and David has it again. What a smile! David will remember her kindness gratefully by crying hopefully the next time he can't reach his ball!

Occasionally David is frightened by sudden, loud noises, or by unexpected or violent changes, or by the feeling that he's going to fall. Whether or not he is frightened by these things, depends somewhat on the circumstances. If he's secure in his mother's arms, the loud noise may not frighten him. A frolic that is just lively play with his dad, may startle David if a stranger tries it. On the whole, he is an alert, rather than a placid baby, but he is not very often frightened or nervous. An abundance of

nourishing food, and plenty of sound sleep help to protect him from these hazards:

Marjory feeds him when he's hungry, comforts him when he's hurt or frightened, puts him to bed when he's tired, and freshens him by bathing his hot face and hands and changing his diaper when he's uncomfortable. If he cries because he's left in his play-pen, she may play with him a few minutes, but she soon leaves him alone again. He will learn after a while that crying for good reason gets results, but that there are times when crying is a waste of lung-power.

#### GETTING ACQUAINTED AND DEVELOPING SOCIALLY

David is beginning to make a cute play for attention when grown-ups are in the room with him. He stretches out his hands toward his dad, babbles at him, and pulls on Jack's coat if he comes near. Now he offers dad his rattle. He likes to have grown-ups talk to him, and sometimes he cries when they stop. Such flattery! He is noticing facial expressions, and is sensitive to his mother's smile, and her frown, too.

His parents have noticed that David is more friendly with the people he knows, and more shy with strangers, than he was a few weeks ago. He'll pat-a-cake for Marjory, but will he show this new trick to someone he doesn't know? Never! Although he is sober with strangers, he remembers his friends longer than he ~~did~~ a few months ago. Jack recently went away for two weeks, and when he came back, David gave him a royal greeting.

Elizabeth now gets some attention from David when she comes to call. Sometimes he even offers her a toy and babbles to her. But if his mother holds Elizabeth on her lap, there is a very good prospect that David will cry bitterly. That's *his* mother and *his* lap.

David is coming along conversationally. When Jack says "Bye-bye," David sometimes understands the word enough to wave good-bye. He turns his head when he hears his own name, and occasionally seems to understand "No, no." He babbles at a great rate, and says "na-ma-ma," and "da-da-da." Marjory

admits that he doesn't say "mama" and "dada" with the idea of referring to his mother and father, but it's nice to hear him say it, anyway.

#### TOUGH BABY

"I want the kid to grow up to be tough!" Jack declared during a recent conversation with the doctor. He hastily explained his meaning when he saw Marjory's raised eyebrows. "I don't mean rude and rough; I mean, I want him to be able to take it."

"You mean, stout-hearted and tough-fibered like the mighty oak, or something of that sort, I suppose," said Marjory. "Well, doctor, how do you toughen an eight-months-old boy? If his dad wants us to make a he-man out of a sweet little baby, I suppose we'll have to do it."

Doctor Lynn replied rather seriously. "His nourishing meals, his hours of sleep, his sun baths, and his splash in the tub, along with his outdoor airing and the work-out he gives his muscles every day, are the best toughening a baby his age can get," he said. "You can also help him to develop a healthy reaction to temperature changes by dressing him sensibly. Dress him so that he's comfortably warm, but not hot. Don't make him uncomfortable with too much underwear when he's in the house. When he goes out in cold weather, keep him warm with wraps and his robes or blankets. Don't go to the extreme, either, of trying to toughen him by exposing him to the cold without enough wraps to keep him warm."

Jack looked rather disappointed at this unspectacular advice. "There are a couple of other things I might mention," the doctor added. "Love him, but don't spoil him. Let him learn to play happily by himself, now. He must learn soon that he can't always have attention. And second, it's time for that diptheria inoculation! Every baby over six months should have it. The inoculation starts the baby's own tissues to work building up their own immunity, and that's a much better toughening process than exposing David to a disease which might leave him weakened for life by a bad heart. Bring him in next week, Marjory!"

## *One Year Old*

BRING out the big candle and the birthday cake, for David is one year old. Marjory and Jack will enjoy the celebration and eat the cake, while David looks on and laughs at the burning candle. Birthdays mean less to him than they do to his parents, to tell the truth. Jack would know some very uncomfortable moments if he forgot Marjory's birthday.

David had another kind of birthday party this morning when he went with his mother to see Doctor Lynn for his one-year-old health examination. He weighs twenty-two pounds, and is a little over thirty inches tall. He is almost three times as heavy as when he was born, and he has grown about eight and one-half inches in his first year of life. The chances are that he'll never again add that much to his height in a single year, and he certainly won't triple his weight again in one year. Such growth in height and weight is one of the reasons why the doctor was able to give David a first-class health rating. Although David's growth will be slower from now on, eating continues to be one of the most important things in his life. Let's see how he does it.

### WHEN HE EATS

David now eats three meals a day, and hearty ones, too. Then there's his snack of orange or tomato juice, with his cod-liver oil, in the middle of the morning. Sometimes he's so active that he gets hungry in the middle of the afternoon. Then he has a graham cracker and a little milk, if there are still two hours to wait until supper time. If it's much nearer supper, the cracker and milk will spoil his appetite for a good meal. He has breakfast about seven, dinner at twelve, and supper at half-past five.

David may now eat a great many kinds of fruits and vegetables. Asparagus, beet tops, cabbage, carrots, peas, string beans, potatoes, they are all on his diet list. However, he has prefer-

ences. Some he likes very much, others he will eat now and then, and a few not at all. Marjory prepares a mixed vegetable dish which he likes, but if she changes the taste by using a different recipe, he refuses it. Oatmeal, farina, cream of wheat, and pabulum are among the cereals he can eat. Apple sauce, ripe bananas, prune pulp and apricot pulp are welcome desserts, and also custards, junket, and gelatin—especially red gelatin! He has an eye for color now. His egg-yolk, or chopped liver, scraped beef, or minced chicken are favorites, and we mustn't forget to mention his old friends, the cup of milk and the crust of bread, or zwieback. David likes mildly seasoned foods, not very salty and not very sweet, with no pepper, pickles, paprika, or other fancy tastes, if you please.

Marjory admits that David does have his little whims and fancies. Take the affair of the spinach, for example. Marjory has been offering it to him, off and on, for several months. A few weeks ago, he began to eat a little, now and then, but he still thinks he's done his duty by the spinach growers when he has had three or four mouthfuls. Then there was that matter of the green peas. After eating them heartily whenever they were offered to him, for months, he suddenly turned thumbs down on peas. Marjory finally stopped giving them to him, without trying to force him to eat them. Now he is eating peas again, and liking them.

David is not alone in his whims, judging by an investigation of the food likes and dislikes of children which was made by a committee of the White House Conference on Child Health and Protection. The table on page 43 shows the percentage of one-year-old children who were offered certain common foods, and the percentage who refused them. Information was gathered about 339 one-year-old children in American families representing many occupations and economic conditions.

Marjory is most successful in her attempts to introduce new foods into David's diet, when she is content to give him a little at first and to let him get acquainted with each new food at his own pace.

Although David refuses spinach, or at most eats a few bites,



PER CENT OF 339 CHILDREN WHO WERE OFFERED CERTAIN FOODS AND  
PER CENT WHO CONSISTENTLY REFUSED THEM \*

Food	Per cent offered	Per cent refused
Celery .....	66.4	19.6
Prunes .....	91.2	6.8
Peas .....	96.5	8.3
Spinach .....	90.6	12.4
Tomatoes .....	93.2	10.5
Carrots .....	90.0	10.1
Cabbage .....	56.9	20.1
Meat .....	79.6	8.5
Oatmeal .....	95.9	10.2
Milk .....	99.4	2.7
Eggs .....	96.5	7.0

\* Arranged from *The Young Child in the Home*, White House Conference on Child Health and Protection, New York, D. Appleton-Century Co., 1936, pp. 126, 129.

his neighbor Elizabeth eats spinach by the handful—literally! Just look at her hands and face! But she refuses baked potato. The mothers of these babies wish that the children could tell them what they dislike about these foods, or why they like one food sometimes, but not at other times. Since David and Elizabeth can't tell, their mothers respect their preferences. There is nothing to be gained, and much to be lost in terms of good digestion, happiness, and appetite, by battling with these year-old babies in an attempt to force them to eat foods they don't want.

It's hard to believe, but David's mother says that he doesn't care for candy, cake, jam, or pie. No, Marjory hasn't joined the Ananias Club. The explanation is simple: David has never been given candy, cake, jam, or pie. He'll learn about them soon enough.

David eats good-sized helpings, but there are some days when he eats more than others. His appetite is likely to be poor on the rare occasions when he is sick, or coming down with an illness. When he has had enough to eat, he turns his head away from the spoon or spits out the food. Perhaps he will bang his cup on the tray of his high chair, or play with it, and bite it, instead of drinking from it. Now and then he pulls at his tongue

with his fingers, or sticks out his tongue. Although his manners are not those of polite adult society, they're in line with what all the best one-year-olds are doing.

Eight teeth help David to chew his food now, but his chewing and mastication, while improved, aren't yet equal to the job of softening a tough steak. Of course, Marjory doesn't give him steak unless it's scraped or minced into a pulp. But she does give him a hard crust of toast or zwieback at every meal, so that he'll practice chewing. His other food is mashed, or of a smooth texture which will not irritate a one-year-old digestive tract.

Now and then, David insists on eating his meal while he stands up, much to his father's distress.

"It looks as if he's learning early to snatch his meals at a stand-up lunch counter!" Jack declared, the first time he noticed David's standee habits. David first began wanting to stand up for his meals when he was about ten months old. At that time, he was thrilled because he could pull himself to a standing position in his crib or play-pen, and he wanted to stand up at every chance.

"He won't take his food sitting down when he gets this urge to stand up," Marjory explained, "and he will eat if I let him stand. The main thing is for him to eat his food happily, so why shouldn't he stand up? He needs the practice to strengthen his trunk and leg muscles just now, and in a few weeks he'll get over wanting to stand while he eats."

Now that David is twelve months old, he is getting used to standing up, and he is usually content to sit in his high chair for his meals. His interest in standing has been accompanied by a greater skill in handling his cup and spoon, as his nerves and muscles have become more mature. He is beginning to drink from his cup more as a grown person does, instead of by sucking. His jaw wobbles less, and he can take two or more swallows without stopping, although he still dribbles. He can hold his cup by himself for a longer time, but he's willing to have some help. When he holds his cup, he uses both hands, and tilts it by a push with the palm of one hand. He tilts his head back to drain the cup. Bottoms up!

He nearly always uses his cup instead of his bottle, although now and then, when he is tired, he prefers his bottle. He had been used to his cup for so long that there was no sudden change when Marjory stopped giving him his bottle every day.

David's mother is still his chief labor-saving device, and he lets her feed him with the spoon. True, he likes to have an empty spoon in one hand to play with, while he eats, but it is too complicated a business for him to dig the spoon into the food at the right angle so that it comes up with something in it, and then to carry it to his mouth without spilling all the food. When he plays with a spoon, he usually holds his hand palm down and grasps the spoon with his fingers, without using his thumb very much. Jack tried picking up the spoon in that fashion one evening, and he decided that he wouldn't feed himself either, if that was the only way he could hold the spoon.

Yes, of course fingers were made before forks, and who knows it better than David? It's too bad Marjory doesn't appreciate the fun he has, poking his fingers into his cereal, picking up his carrots with his fingers, and rubbing his apple-sauce into the tray of his high chair. Perhaps the most fun is picking up those little crumbs. He picks them up between his thumb and fingers, just like a grown-up. It's good practice for his thumb and fingers, and keeps him quiet while his mother spoon-feeds him the main part of his meal.

#### WHEN HE SLEEPS

"Early to rise," seems to be David's motto. In fact, his parents wish he wouldn't rise so early when they've been out the night before. He isn't always as ready to go to bed, but when he's on good behavior, David falls asleep between six-thirty and seven o'clock in the evening, and awakens by half-past six or a little before seven in the morning. Elizabeth goes to sleep a little later than David, and wakes up later, too.

Counting his naps, David sleeps fourteen to fifteen hours a day, with variations. He takes approximately eleven and a half to twelve hours of his sleep at night. His morning nap is usually

the longer and may be as much as two hours or a little more. In the afternoon he sleeps about one hour. His morning nap is less regular than it was a few weeks ago; he is beginning to want to stay awake all morning. In another few weeks, he'll probably drop the morning nap and take but one nap, a fairly long one in the afternoon. His sleeping schedule is like that of many other year-old babies.<sup>1</sup>

Some babies at one year sleep an hour more, or less, than David does. Rather few babies sleep as little as twelve and one-half hours a day, counting naps, at the age of one year.<sup>2</sup> Those who sleep as little or less than this probably need more sleep and would take it if their sleeping arrangements, feeding schedule, and other living conditions were made entirely favorable.

Much of the time, David falls asleep quickly without fussing when Marjory leaves him, after he is put to bed. Some time ago, however, he had bronchitis and, although he recovered rather quickly from the illness, it took him a long time to learn to go to sleep without the constant attention he had had while sick. Marjory began to think that his sleep habits were permanently spoiled, and that she would always have to spend her evenings putting David to sleep! Now, however, he is becoming reconciled again to the idea that when he is put in his crib to go to sleep, no one is going to stay with him.

In the morning, he takes a few minutes to stretch and yawn before he is wide awake. His friend, Elizabeth, is wide awake the moment her eyes open, and she finds it rather hard to relax and go to sleep at night. She seems to resist sleep, while David welcomes it.

Although David sleeps soundly and is not easily disturbed, he does not sleep like a log. It would be a most peculiar log that could turn, twist, and throw the covers off as David does! Marjory has found a sleeping bag which gives him freedom to move

<sup>1</sup> See *The Young Child in the Home*, White House Conference on Child Health and Protection, New York, D. Appleton-Century Co., 1936, pp. 140-147, for data on night sleep and naps of children in nearly 3,000 families.

<sup>2</sup> Faegre, Marion L., and Anderson, John E.: *Child Care and Training*, Minneapolis, The University of Minnesota Press, 1940, p. 138.

around, and yet keeps him warm. It has no straps or strings for David to tangle around himself with possible danger of choking or other injury.

## FEWER DIAPERS AT LAST

Once in a while, David wakes dry from his nap. It will be a happy day for Marjory when he makes this the rule, rather than the exception, as he probably will in a few weeks. Waking dry from his nap is a sign that maturing nerves and muscles enable him to withhold urine for a while, and that it is time to begin to train him to keep dry.

Sometimes Marjory puts David on the chamber, or on his own special toilet seat to urinate. Usually he doesn't—until after she takes him off. He isn't wilful, but he isn't very skilful yet in timing his holding back and letting go. It may take him several weeks or months yet, to learn to let go the urine at the right time. About three or four out of ten boy babies of David's age have already established bladder control, but most of them, like David, are still in the process. It seems to be easier for girl babies; nearly half of the one-year-old girls have established bladder control. Better than half of the boys, and about two-thirds of the girls have established bowel control by one year of age.<sup>3</sup>

When Marjory remembers to put David on the chamber at the usual time, he has his bowel movement in the chamber. He helps his mother to remember by grunting and fussing a bit when he feels a bowel movement coming. He fusses to be changed if he soils his diaper, too. Altogether, the diaper situation is on the upturn.

## EXERCISE AND PLAY

Look at him go! David might not win the Derby, but he's going to reach that package wrapped up in red paper, before his mother can say "Jack Robinson." It's all right; the package is

<sup>3</sup> From data in *The Young Child in the Home*, p. 188.

David's birthday present, and he'll have fun tearing the paper. Now that David has been creeping for nearly two months, he goes like a streak, on hands and knees, and Marjory is careful about the things which she leaves in his reach.

"David can stand by himself, too," boasts Jack.

"No, not quite by himself," Marjory adds conscientiously. "He still needs to have one hand on a chair or the railing of his play-pen." David doesn't quite dare to stand by himself, but he's been pulling himself to his feet for over a month, and he can lower himself to a sitting position from standing up, if he holds to a support.

David loves to go walking. Oh yes, he can walk, if he holds someone's hand. He takes short, uncertain steps, and has to concentrate very intently on what he is doing. He can walk without anyone to help him if he has the support of some furniture. He cruises along sideways, holding on to the bed, or the porch railing but, although Marjory coaxes him, he simply won't take that first step by himself. It won't be long until he finds out that it's fun, and then he'll be walking all over the place. Elizabeth can take a few steps by herself already, but she's smaller and lighter than David. Rather few babies, perhaps about one in four, walk by themselves at one year.<sup>4</sup> Most of them learn in the next few months, and there are very few babies, perhaps ten to fifteen percent, who cannot walk alone at the age of 18 months.<sup>5</sup>

Jack has it all arranged that David will become a famous baseball player and make a fortune for the family. Well, at least Jack has fun playing ball with his son. He throws the ball to David, who throws it a couple of feet, and it rolls the rest of the way back to Jack. David can let go of things more easily than he could at eight months, with the result that he is beginning to learn to throw his ball with a sort of thrust. He can drop his blocks into a box, or put his spoon into his cup and let go of the spoon. When he reaches for his ball or his spoon, he usually

<sup>4</sup> Gesell, Arnold, and Thompson, Helen: *Infant Behavior: Its Genesis and Growth*, New York, McGraw-Hill, 1934, p. 89.

<sup>5</sup> Gesell, Arnold: *The Mental Growth of the Preschool Child*, New York, Macmillan, 1925, pp. 61-62.

succeeds, although his movements will be smoother in another few weeks.

In addition to playing ball, David knows a few other games. He plays peek-a-boo with his mother, and pat-a-cake, and "This little pig went to market," much to David's amusement.

That big noise isn't Niagara Falls; it's just David, splashing and laughing in his bath, as he plays with his ducks and his boats while they float gaily in the tub. It's a long time since he has been afraid of his bath, largely because of Marjory's carefulness in testing the bath temperature, and in holding him securely when he was too young to sit up by himself. The bath is usually a pleasant part of his day.

He spends much of his playtime outdoors. Weather permitting, he's had a daily outdoor nap or play period, in his buggy or play-pen, since he was very young, except for the few times when he has been sick. He thinks outdoors is fun. When Marjory brings his wraps, he is so eager to go out that he will hardly stay still enough for his coat to be put on. Jack is fencing the back yard so that David can play there safely when he is too active to be confined to his play-pen.

David plays with more kinds of toys than he did a few months ago. He has opened his birthday package now—at least, he's torn the paper into shreds. What a lovely wooden train! The corners are all rounded, the wood is smooth, the paint won't come off, and it wouldn't hurt the boy if he did try to eat it. When David can walk by himself, he'll have fun pulling the train. The other birthday package contains a small black-and-white, cuddly dog, and Grandpa is giving David a small wagon. He already has some good blocks, and for some months to come he'll enjoy the simple toys that he already has, his ball, his rattle, the big wooden beads on a string, the clothespins, the wooden spoon, and the kettle lids that he found in the kitchen.

A few days ago, David gave Marjory a great fright. She found him on the fourth step up the staircase, laughing and having a wonderful time. After this, there'll be a gate at the bottom as well as the top of the stairs. That's not the only safety measure Marjory and Jack have taken. They began to teach David the

trick of backing off the edge of the bed, when he first began to creep. Now, when he wants to get down from the bed or the couch, or the low back porch that has just two steps to the ground, he turns around and backs over the edge, feet first, until his feet touch the ground. Sometimes he loses his balance and sits down with a thud, but that doesn't hurt as much as falling off head first.

#### LEARNING ABOUT THE WORLD

David's mental growth has been very rapid during the first year of his life and he learns something new every day. Now that he can creep, he's acquiring a fine lot of useful information, although his methods are sometimes hard on his parents. Look at that floor lamp; it's no use for a fellow to try to pull himself up by it, because it falls over on top of him and makes a big noise. The pile of magazines is fun; the paper tears beautifully when you try to turn the pages. That cupboard door is hard to open, but it's worth the trouble if you like to bang kettles and lids together.

Marjory once held the lovely theory that she would teach David from the very beginning what things he must not touch, and that she would not put her treasures away in cupboards. After David began to creep, and to walk holding to the furniture, he seemed able to reach the most astonishing places, threatening disaster to all the best vases. And perversely, he would not or could not learn that he wasn't allowed to touch them. The struggle exhausted Marjory, and David too.

Then the doctor pointed out, rather soberly, that David had a way of puckering his lips and holding his mouth down at one side, and that this looked a little like a nervous tic to him. He advised Marjory that she herself needed to learn to relax, and not to worry, when she was tired and needed rest, about such inconsequential things as baby finger-prints on white woodwork. He asked her many questions about David's routine, and finally advised her to fix his own room for him so that he could touch and handle everything in it. This would provide one place for



him to play, when indoors, where he would be free from the strain of restrictions and prohibitions.

Now Marjory has put the fragile things out of reach, or out of sight, in the rest of the house too, hoping to preserve them and her peace of mind while she gives David as much freedom as possible to find out the facts of life. When he is another year or so older, she can teach him how to treat her treasures, but now it's too much of a strain for him.

She has also put in safe places the dangerous things such as scissors, pins, needles, the button box, bottles of medicine and cleaning fluids, and matches. She keeps the floor plugs covered by furniture, as much as possible, and inspects the lamp cords now and then, to be sure that the insulation is sound. She is teaching David to stay away from the floor plugs and lamp cords when she says "No, no," but she can't yet count on his understanding the rule or remembering to keep hands off, although he is, of course, a remarkable baby!

"Sometimes I think David knows when we're talking about him," Marjory said to Jack. "Don't you think that's pretty advanced for one year? Maybe he's a genius."

Jack looked at David, who was smearing a gob of cereal over his face and the tray of his high-chair.

"Looks to me more like a clown than a genius," Jack replied callously. "Say, I just noticed who he looks like. Your brother Bill!"

"If David gets his mind as well as his face from my side of the house, I won't worry about him," said Marjory, taking the last word as usual.

David's mind is undoubtedly all right. He doesn't have many words yet to express his ideas, but he shows his mental development in his increasing skill in using his hands and feet, and in learning to stand up and go from place to place, in his interest and curiosity about everything he can reach, in the increasing number of people whom he knows and recognizes, in his greater ability to help himself at mealtimes, and to understand what is coming when he sees his mother preparing his meal, or his bath, or his crib at flaptime. And he does understand a great deal that

is said to him. Watch him smile when Marjory says, "Now we're going out," while she puts on his cap and coat.

Jack arranged a demonstration the other day. He placed a large wooden ring, with a string tied to it, on the table out of David's reach. The end of the string was near the edge of the table. David sat on his dad's lap, and Jack showed him the ring. David at once grabbed the end of the string, pulled the ring towards him, and dangled it up and down, then threw it back on the table again, and yanked it off once more by pulling the string. A fine new game!

"Six months ago, he probably couldn't have picked up the string," Jack explained to Marjory in a superior manner. "Four months ago, he might have pulled the ring to him by the string, but he wouldn't have known enough to dangle the ring from the string. Now he uses the string as a tool to get the ring, and to dangle it. I told you he had a good tool sense!"

"I see you've been reading the same book I have," said Marjory. "After I read it, I bought David a puzzle. Look here."

Marjory brought a light wooden board, with three holes cut in it, one round, one square, and one triangular. She put the board on the table in front of David, and gave the baby a flat round block, cut to fit the round hole. David played with the block awhile, hit it once or twice on the board, and then tried to put it in the round hole. He didn't succeed the first time, but after playing with the block a moment, he tried again and this time the block slipped into the hole.

"If you've read far enough in the book, you'll know that at one year of age, David is beginning to learn about the size and shape of things," Marjory explained. "The book says that psychologists use these and many other tests to find out whether a baby is normally bright, but I guess we don't have to worry about David. And by the way, my brother Bill gave us the book!"

#### EXPRESSING HIS FEELINGS AND EMOTIONS

David laughs and smiles a great deal. He laughs when Marjory makes a game of dressing him, or when he plays with his toys,

or when daddy comes unexpectedly into the room. Sometimes he seems to laugh at himself and the funny noises he makes. He spends many happy hours busily entertaining himself at his play. He is beginning to be affectionate with Marjory and Jack, and now and then, if he feels like it, he hugs and kisses them. They don't expect much expression of his love for them at this age. That will come later.

Although he is only a year old, David is already learning to go after what he wants instead of crying for someone else to get it for him. When his ball rolls away from him, he chases after it, as fast as he can go on hands and knees, instead of wailing until his mother picks it up. Marjory and Jack willingly encourage this trait and let him do everything for himself that he will, so that he may learn to be self-reliant. Their doctor says that self-reliance is one of the first requirements for the mental health of any child.

David is also rather daring. He creeps to the edge of the front porch where there is no railing, and sits there as unconcerned as if there weren't a three-foot drop to the ground. His daring is partly ignorance, because he's never fallen from the porch, but it's also due to the fact that his parents haven't bothered him with nervous "No, no, no's," whenever they thought he might fall. They have protected him from falls, and they have taught him how to get down from the bed and the steps without falling, but they haven't exposed him to fussy anxiety.

When Grandpa, in poetic mood, declares that his grandson is happy as the day is long, Marjory is forced to make a few reservations. David has his emotional storms, but his mother is encouraged when she realizes that his crying spells are fewer in number than they were four months ago.

Physical discomfort and need of change still take high place as causes of David's emotional upsets, and he still cries rather frequently when his mother or some other adult ends the attention given him. Now that he is a year old, he has more social ambitions, and he cries more often merely at the sight of his mother or his dad, or some other grown person from whom he expects attention. If he gets the attention, he stops crying; if

he's ignored, he keeps it up for a little while. His desires also come more often into conflict with what some grown-up thinks he should do. If he's happily entertaining himself with his blocks, he may object to being interrupted to go to the toilet or to take his bath. Like any other human being, David dislikes being thwarted in what he is trying to do. He must learn in the next few years, and beginning now, that crying is an unsuccessful method of trying to get what he wants.

Jack has been studying up on the reasons why babies cry. "As nearly as I can figure it out," he told Marjory, "they cry if they're uncomfortable, but in addition to that, they cry if they can't do what they want to do, or have what they want to have. Then they cry if they have to do what they don't want to do, or if they can't get away from what they don't like. The books call it 'thwarted approach' and 'thwarted withdrawal' and they talk about 'to reactions' and 'from reactions.'<sup>6</sup> Personally, I call it the Old Adam in the baby!"

David is suffering from a thwarted "to reaction" right now. Marjory was preparing his dinner, and he was waiting eagerly and happily in his high-chair, when she was called to the telephone. Thus David's "approach attitude" and his "to reaction" toward his dinner were sadly thwarted. In plain words, his yells are his testimony that he doesn't like to be kept waiting when he's ready for his dinner.

Marjory is back from the telephone now, and ready to feed her son, whose howls have stopped abruptly. Mmm! That baked potato's good! But what's this? Spinach? David turns his head away, and keeps his mouth closed. There's no mistaking it; this is a "withdrawal attitude," or a "from reaction." If Marjory tried to force David to eat the spinach, there would be a stormy scene which would show what David could do in expressing his feelings about a "thwarted withdrawal" situation.

The "approach" and "withdrawal" attitudes, and the "to reactions" and "from reactions" which David learns will be very important for his mental health. Marjory and Jack want to en-

<sup>6</sup> See Bluemel, C. S.: *The Troubled Mind*, Baltimore, William Wood and Co., 1938, for discussion of this point of view.

courage a friendly and sociable approach to other children and grown people, and they want David to enjoy animal pets, but they want him to be cautious in his approach to strange animals. He must form a "withdrawal attitude" towards certain things which he mustn't touch, such as the hot radiator, the electric floor plugs, and the gas cocks on the kitchen stove. However, it would be a sad day for David if he were told "No, no, no, you mustn't touch," so often and so indiscriminately that he lost the eager habit of curiosity and investigation through which he learns so much about the world.

At times, when David is emotionally upset, it may be explained by fatigue, hunger, confusion, or excitement. These things may make a baby nervous, fretful, or unhappy. Routine events such as being dressed, or changed, or sitting on the toilet, or having his bath, sometimes annoy David, especially when they come as an interruption to some activity which he was enjoying. Marjory tries to avoid snatching him abruptly away from the thing that interests him and, if possible, she plays with him a moment or two and tries to turn his interest naturally to the next item on his daily program.

#### GETTING ACQUAINTED AND DEVELOPING SOCIALLY

David rather enjoys Elizabeth's company now. When she is in the room with him, he wants her attention, and when he can get near her, he may poke or pull at her, pinch or scratch her—all in fun, you understand. It's one of his ways of finding out what Elizabeth is like. If she yells, he's quite interested. Now and then, he gives her a big hug, but that's just in fun, too. He may offer her a toy, but he objects to having her take a toy from him if he wants it himself.

He still prefers the company of grown people to that of other babies. Grownups are more interested in amusing him, and the other babies don't care any more about David than he does about them. They won't go out of their way to be nice to him, anyway.

The list of people whom David knows is lengthening. There

are his mother and dad, grandpa and grandma, the doctor, the woman who comes once a week to clean, the boy who delivers groceries every day, and Elizabeth and her mother. He isn't so sure of Elizabeth's father, who is usually away from home when David is awake. He is still rather restrained with strangers; not exactly shy, but cool. If they are willing to make friends slowly, he'll warm up to them in time, but if they are like the big lady with the loud voice who suddenly swooped down on David as fast as a cyclone, he wants nothing to do with them. He takes his own time to get acquainted.

David does like company and sometimes, when Marjory puts him on the enclosed porch to play in the morning sun, he fusses when she leaves him. Sometimes he becomes interested in his toys quite soon, and plays happily for half an hour or more. But at other times, he indulges in the pleasure of a spell of angry crying in the effort to get attention. Eventually, he'll learn to amuse himself, if Marjory can stand the strain in the meantime. Marjory and Jack try to have some time each day with their son, for playing and visiting, but often, when he is in the same room with them, they pay no attention to him, or he to them. If his mother and dad can prevent it, David won't form the idea that he is the center of all conversations in every company.

He now says "mama" and "dada," "wawa" and "nana," and many other things in his own language. This language is very expressive, and Marjory thinks it's fun to listen to it, but Jack says that David might as well be speaking Chinese. Now and then his parents think they hear a hopeful English word, such as "car." David still has to rely on what he does, rather than what he says, to make his wants known and to get acquainted with people. Fortunately, he can understand many more words than he can speak, and he takes in the meaning of much that Marjory and Jack say to him.

Speaking of the doctor, he and David get on very well as a rule. However, David was pained and surprised at the last visit to the doctor's office, when Doctor Lynn scratched his leg. It was over almost before David knew what was happening, but he

didn't like it. How was he to know that the doctor was protecting him from the danger of catching smallpox? During his first year of life, David has also been immunized against diphtheria and whooping cough.

## *Eighteen Months*

At a year and a half, David is a delightful little person with the charms of an amiable young savage, who follows his own desires largely unhampered by an understanding of civilized rules and social customs.

"I can't be saying, 'No, no, no' *all* the time," Marjory exclaimed in despair, after David had broken the best buds from the rosebushes in Elizabeth's mother's garden. Fortunately, Elizabeth's mother understands the problem, because Elizabeth too is just eighteen months old. In the past six months, Elizabeth and David have improved their newly discovered locomotive powers to the point that they now go everywhere and get into everything unless an unkind adult spoils their fun. The fence around David's back yard is useful only when the gate is locked or tied shut, since the two young explorers have learned how to manipulate the latch.

"When you begin to think that David will never learn to keep out of mischief, just remember this motto I heard a lecturer give to young mothers years ago," said David's grandmother. "The motto was, 'This, too, will pass!' It will cheer you up when you need it."

Although David has not yet acquired many of the inhibitions that would make life easy and comfortable for the grown people around him, he really is a big boy now. He is about thirty-two and a half inches tall, and weighs twenty-five pounds. He is growing at a good rate, but less rapidly than in his first year. In his first six months he grew five and a half inches, in the second six months about three inches, and in the third half-year period, about two and a half inches. He has gained three pounds in weight since his first birthday. He is just slightly larger than the average boy of his age.



## WHEN HE EATS

David has added a few new kinds of vegetables, fruits, and cereals to the foods he eats, and he is enthusiastic about the choice bits of minced lamb, chicken, or other meat his mother gives him. He eats more of everything. If he keeps this up, he'll be the kind of guest who flatters his hostess by his wonderful appetite for her food.

Although he has learned to eat a large number of foods, his meals from day to day are actually very simple, and he doesn't demand the variety from one day to the next that his father does. If he has baked potato every day for a week, it's all right with him. In fact, he rather prefers the good old stand-bys with which he is most familiar. Although he doesn't realize it, the simple meals which are served to him each day provide the food elements that he needs for healthy growth, for the repair of body tissues, and for heat and energy. Here are the kinds of food that are given to him daily:

From a pint and a half to a quart of whole milk.

A green leafy vegetable, such as beet greens, lettuce, cabbage, asparagus, or a yellow vegetable, such as carrots, daily if possible.

Other vegetables once a day, such as celery, peas, tomatoes, string beans, squash, or cauliflower.

Potato, once daily, with rice or macaroni substituted occasionally.

Two servings of fruit, including orange, grapefruit, or tomato daily for vitamin C, sometimes scraped raw apple, or ripe banana, and a cooked fruit such as prunes, apple sauce, or stewed peaches, apricots, or pears.

An egg daily.

One serving of fresh meat or fish, served minced, scraped or ground, such as beef, lamb, chicken, liver, or bacon, or lean fish such as cod, haddock, or halibut. (David will wait until he is older for veal, ham, pork, or oily fish.)

Cereal once or twice a day, preferably the whole-grain cereals.

Bread or toast, and butter, two or three times daily, preferably whole-wheat or enriched white bread.

Cod-liver oil, or an equivalent source of vitamins, daily.

He may have desserts such as cup custards, cornstarch pudding, or tapioca or rice pudding.

Elizabeth eats less heartily than David, but the doctor says that since she is gaining weight steadily and is in good health, she is probably eating as much as she needs. Although she eats less, she takes a sufficient variety of food to give her the necessary food elements. However, the doctor advises Elizabeth's mother to try to arrange longer periods of outdoor play and to give her nothing to eat between meals, so that she'll get hungry and come to her meals with a lively appetite.

"And above all, don't coax her, or fuss at her, or make a big to-do about eating," the doctor advises. "If you do, it won't be long until she won't eat unless she has a lot of attention from you."

David is a good drinker, as well as a good eater. He likes his water and his milk and his fruit juices. He has positive ideas about holding his cup by himself; no more of this baby business of letting mother hold it. He uses both hands, one for the handle, and one to steady the cup. He tilts the cup with his hands, and instead of tilting his head back to drain the cup as he did a few months ago, he now bends his head forward.

David and his spoon also have a rather successful partnership. When he decided to feed himself, three or four months ago, he got more exercise than food. At first he simply pushed his spoon into the food, thinking the food would stick to the spoon somehow. Then he learned to insert the point into the food, but the spoon had a stubborn way of turning upside-down before it reached his mouth. After a few weeks of that, he managed to get some food into the spoon and to put the spoon sideways into his mouth. Now he puts the spoon into his mouth sideways,

but point first. When he spills some food, as he often does, he likes to pick it up from the tray with his free hand and put it into his spoon, instead of directly into his mouth. Now that he's sold on the idea of using the spoon, he'll have no halfway measures.

Marjory is quick, efficient, and a careful housekeeper, and when David first wanted to feed himself, she was reluctant to let him take such a long time for his meals and to make such a mess of them. Then she realized that he might lose interest in learning to feed himself if she deprived him of the opportunity for long, and that both he and she would suffer if he remained unduly dependent on her for his meals. Now there's a washable rug under his high-chair, in his own special corner, and what he spills won't hurt anything. Marjory keeps a watchful eye on him, but lets him eat at his own speed, and in his own way. Towards the end of the meal, he is often willing to accept some help from mother. This business of using spoons and cups gets tiresome when a chap's worn out.

David doesn't eat with the rest of the family yet, but takes his meals a little earlier than they do. His table manners are all right among his contemporaries, but they're a rather hair-raising accompaniment to the family dinner. He is happier, and so are his parents, if he eats by himself, undistracted by grown-up foods that aren't for babies.

When he has finished his meal, David wants to get out of his chair at once. After-dinner conversation at the table is all very well for the old folks, but David will have his conversation on the run, if you please. If a fellow's just learning to run, climb, and jump, he doesn't want to sit still for very long. When his legs, arms, and body are itching to go places and do things, he soon gets tired if they are forced to be quiet.

A dozen teeth add interest to David's smile and make it easier for him to chew his food. He no longer needs to have everything mashed, and he likes to chew small chunks of food. Marjory doesn't give him food that is coarse in texture, or tough, but she does give him a hard crust, or zwieback, after his meals, so that he will do enough chewing.

## SLEEP AND REST

David's habits of sleep at night have changed rather little in the past six months. As a rule, he still sleeps eleven and a half to twelve hours at night, but he goes to bed a little later, and wakens slightly later in the morning than he did at the age of one year. For example, he often goes to sleep at seven and wakes a little before or after seven in the morning, instead of going to bed at half-past six and waking at six-thirty in the morning. In many families, it is more convenient to encourage the children to rise at seven or quarter past, rather than earlier.

David's habits of daytime sleep have changed quite definitely. He has given up his morning nap and takes one long nap, lasting from two to three hours, immediately after his noon meal. This plan gives him time for outdoor play in the morning, and some time outdoors in the afternoon while the sun is still shining. Altogether, he sleeps from fourteen to fifteen hours daily.

Now that he runs everywhere in his own and in Elizabeth's yard, David finds life very interesting, with much that is worth staying awake for. This may be one reason why it is harder for him to settle down to go to sleep at nap time and at night. If he fusses when Marjory leaves him, she is inclined to relax her rule, and sit next to his bed for a few minutes until he drops asleep. She may regret yielding in the future.

It must now be confessed that David still goes to sleep sucking his thumb and holding his "snuggy." Marjory is beginning to worry about the thumb-sucking, now that her son is a year and a half old. In spite of the doctor's opinion that it is wiser not to bother herself or the baby about it, she has tried wrist-lets, thumb-guards, and nasty medicines—all uselessly. David is such a busy little fellow when he is up and about that his thumb doesn't interest him then. It's chiefly at bedtime that he sucks it and will do so, Marjory begins to believe, until he is a little older and stops of his own accord. She hopes that at that time his "snuggy" will no longer be necessary, and she is trying to wean him away from it now. Occasionally he goes to sleep without it.

## DRESSING HIMSELF AND KEEPING CLEAN

Pulling off his shoes is fun, if the laces are untied, and David likes to take off his socks too. Sometimes he tries to put on his shoes. If he is interested in trying to do these things at bedtime, or in the morning, Marjory tries to be patient enough to give him a few minutes in which to try them. It makes going to bed, and dressing, take longer, but she'll be thankful later on that she allowed him to learn to put on and take off his clothes as soon as he showed inclination and the ability to try. He can take off his mittens and his cap and can unzip the zipper on his coat. When Marjory dresses him, David helps her by holding out his arms or his legs at the right time.

In matters of cleanliness, David depends on his mother. She wipes his nose, brushes his teeth, washes his hands before his meals, and gives him his bath. He'll begin to help keep himself clean in another few months.

## TRAINING PANTS

David has been wearing training pants for three or four months. When he was between fourteen and fifteen months old, he began to wake dry from his nap quite regularly. His nervous system had matured enough for him to begin to learn to hold back, and to let go voluntarily, when he needed to urinate.

When Marjory remembers to take him to the toilet at the regular times, he usually gets through the day without wetting himself. If he goes to the toilet about once in two hours, that is often enough. If his mother forgets, or if David is sick or excited, he may have an accident. When he makes a puddle on the floor, he likes to splash in it, or if Marjory gives him an old cloth or a paper towel, he'll enjoy wiping up the water. He would be surprised and hurt if Marjory punished him or scolded him. She knows that he is learning to have grown-up toilet habits as fast as he can. If he is hurried into habits for which he isn't ready, or if he is upset by being punished for what he can't help, he will be unhappy and he may learn more slowly.

The night is too long a period for David to go through without urinating, but if Marjory wakes him and takes him to the toilet when she goes to bed, he often stays dry all night. Sometimes he awakens and fusses to be taken up again, and now and then he wets himself.

He seldom has a bowel accident now that he is eighteen months old. He has one or two bowel movements daily, and Marjory usually remembers to take him to the toilet for them at the usual times. Often he helps to remind her of his need, by pulling at his pants, looking uncomfortable, and saying "uh uh" in a distressed tone. Occasionally he gets Marjory's attention and toddles to the bathroom himself. He is more likely to "tell" when he needs a bowel movement than when he needs to urinate, but sometimes he "tells" about that too, by the same method.

David has his ups and downs in toilet training, and there have been weeks when Marjory felt very discouraged. There was a time when David wouldn't have his bowel movement after breakfast, but soiled himself after his nap. After a few experiences of that sort, Marjory took him to the toilet immediately after his nap, and for some weeks he had his bowel movement then. Now his usual time is after breakfast. He had lapses, too, during the week when five visiting aunts, uncles, and cousins created a delightfully exciting confusion in the house, and during another week when mother was ill.

Prunes or prune juice help to keep David from being constipated. He has this trouble occasionally, but his diet usually keeps his bowels regular.

#### EXERCISE AND PLAY

Marjory sometimes longs for the good old days when she could keep David in one place. Now he walks everywhere, and runs too, in a funny, stiff-legged way that's faster than a walk and yet not really a run. Jack boasts that David can walk sideways and backwards, too. He took his first steps alone when he was thirteen and a half months old.

Since babyhood, David has increased the amount and variety

of his exercise. From kicking, squirming, and wriggling on his back or his stomach, he learned to turn over, and after that he learned to sit up, and later to creep and to stand. During the process, the muscles of his arms, legs, and trunk were strengthened. When he stands up or walks, however, his posture shows his need for still further muscular development, for the abdomen projects farther than his chest.

Further growth and additional exercise will strengthen his abdominal muscles so that they will pull in and flatten his lower abdomen, until it no longer protrudes beyond his chest. He may not reach this more mature stage of good posture until he is about five years old.

In the meantime he will need plenty of play and active exercise for muscular development. He will need varied kinds of play, with the chance for plenty of climbing, running, jumping, and skipping. These activities will strengthen his abdominal muscles, as well as those of the buttocks which help to straighten the lower spine and prevent a hollow back. Climbing and swinging on bars will help to develop the muscles of the shoulder and upper trunk which hold the chest high and the chin in. His exercise will also strengthen the leg muscles that hold the feet in good position. Skipping, running, dancing, and going on tip-toe are good exercises for these muscles.

If he is to use his feet properly, David should learn to walk with his weight on the balls and the outer sides of his feet, the toes pointing straight ahead and the inner sides of the feet parallel to each other. In addition, he needs properly fitted shoes.

David's friend Elizabeth has to wear shoes with specially built soles to keep her ankles from turning in. Her leg muscles need strengthening, and she toes out. Given the special shoes, plenty of chance for outdoor exercise, with nourishing food and enough rest, Elizabeth will soon have better posture.

When David first started to walk alone, he stepped with his feet wide apart and raised them quite high from the ground. Now he walks with his feet closer together and doesn't raise them so high, but his gait is still rather stiff and springless as he toddles along. •

For some weeks after he began to walk by himself, he would sit down at times and creep, especially if he had to get over some obstacle. The brick walk in front of his house was bordered by a little gutter, three or four inches wide at the most, and not more than an inch or two deep, which Jack had cleared to keep the grass from creeping into the bricks. This little gutter seemed to be a real hazard to David until he was about fifteen months old. He would walk up to it full speed, check himself suddenly, sit down, and creep across. Now he takes it in his stride.

He requires more space and more freedom in his play now that he is walking than he did at one year of age. Then he was content in his play-pen much of the time, but now he will spend only a very limited period in it. He is right in his demand for the great open spaces, for at this time of his life he needs to exercise his new powers of walking, running, and climbing, in finding out what the world is like. When he is indoors, he is still willing to spend much of his playtime in his own room, but he is too much of an explorer to stay there all the time. Marjory is thankful now for a fenced-in back yard where he can play safely.

David and Marjory often go for a walk. He likes to wear a harness, because Marjory's pull upon it helps to break his fall when he stumbles, and his mother finds the harness a help in keeping him safely out of the street. David likes to run ahead of her, turning into all the sidewalks and driveways of private houses, and stooping to look down all the storm sewers as they cross the streets.

Already Marjory is trying to teach him to be cautious about going into the street. When he and his mother are out walking, she always stops at the crossing and tells David to look for the cars. If a car is coming, she says, "We'll wait until the car has gone." She hopes that David is learning what that means, although he is such a little boy.

Climbing the stairs is now one of his favorite adventures. He goes upstairs quickly, creeping on hands and knees, and he comes down creeping backwards. When Marjory holds his hands, he likes to walk up the stairs, lifting his feet high above each step,



like a dancer, while he leans back at an angle, trusting his mother to support his weight.

However, even one single step up a height of five or six inches is more than he can manage alone, standing on his feet. He uses hands and knees to go up and down the low curb of the driveway in his yard.

"Do you suppose there's anything the matter with his sense of balance?" Jack asked, after he had seen David sit down abruptly when he tried to pick up a toy from the floor. Marjory assured Jack indignantly that there was nothing the matter with their son's sense of balance.

"He can balance himself lots better than he could a few months ago," she declared. "Of course, he'll improve still more."

David is more successful now in reaching for things that are rather far away, while he is sitting down. He leans forward easily and uses his free hand to balance himself. He squats rather than stoops, to pick up a toy from the floor. He displays his improved sense of balance and co-ordination, too, when he sits down. He has his own little chair, just the right height for him. When he sits down, he does it carefully, for after all, he doesn't have eyes in the back of his head, and what's to prevent his sitting on the floor instead of in the chair? This is quite an advance for a young man who only a few months ago had to hold on to something while he lowered himself from a standing to a sitting position.

He is learning to use his hands in so many ways that it is hard to count them. He is feeding himself, he can build a tower of two or three blocks, he scribbles with his crayons, he can turn the pages of his books, he picks up his toys and sets them down in the places where he wants them to be. He reaches for what he wants quite nonchalantly and grasps things easily. He uses the thumb-and-finger method of picking up his blocks and other things, although his hands may be wide open until he actually touches the object. The ability to pick up things by closing the fingers and thumb in towards each other is a gift that David will employ all his life whenever he uses a tool of any sort.

When he throws his ball, he opens his fingers and lets go in

poor timing with the throwing, so that his aim is poor and the ball goes only two or three feet. However, even this amateur ball play is an improvement. Six months ago, he could throw his ball only while he was sitting down, but now he stands up to do it. Usually he takes a step or two before and after he throws the ball. When he tries to kick it, he actually only steps against the ball.

David spends much of his playtime running here and there and just investigating things. He is curious about everything, from the gravel in the driveway, or the puddle in the back yard, to the grocery boy's truck or the ball game the older boys are playing.

He is beginning to understand that if he pulls the overhanging tablecloth, dishes will fall and break. This happened once and it frightened him. Marjory keeps a watchful eye on the situation, especially when cups of hot liquid are on the table, to avoid the chance that David's investigations might lead him to pull the cups off and scald himself. She also is careful to turn handles of pans away from the edge of the stove, so that he won't reach for them and pull the hot contents over on himself.

He amuses himself in many ways, and his attention and interest change quickly from one thing to another—unless it's something forbidden, says his mother! He is very persistent when he wants to get the vases from the china closet, she says. Some of his time he spends in his sand-pile, filling and emptying a bucket. He imitates Marjory when she sweeps the kitchen or dusts the furniture, and he likes to read the newspaper, as daddy does.

His favorite toys are his wagon, a wooden duck on wheels, attached to a long handle, which David pushes or pulls, a sailor-boy doll, and a black-and-white plush dog. His balls, his blocks, his peg-board, and his small rubber cars and boats see service nearly every day. He also has a kiddie-car which he enjoys.

He looks on the radio as his own personal property, and likes to turn it on and off, regardless of the program. Other sounds which interest him particularly are the cuckoo clock, the noon-day whistle, and the bell that Elizabeth's mother rings to call

her older children home. When David hears very rhythmic music, he sometimes tries to move his whole body with the rhythm.

His bath is another source of fun, and the floating boats, fish, and ducks amuse David now as much as they did months ago. Bathing is more fun for him than it used to be, because he can stand up and sit down under his own power. Marjory still keeps a careful eye on him to prevent falls, and never leaves him alone in his bath.

When the weather is fine, David plays outdoors from two to three hours in the morning, and an hour or so in the afternoon. Even when the weather is less favorable, he goes outdoors wearing suitable clothes for protection. In bad weather, his outdoor playtime is shortened, but he rarely misses it altogether.

David and Elizabeth often play together now. At least, they play in their yards at the same time and seem to like each other's company, but they do not actually play together, although they may be doing the same thing. David fills his bucket with sand and empties it, while Elizabeth empties and fills her own bucket, each one independent of the other. David pulls his wagon and objects if Elizabeth wants to pull it. She walks to the puddle and steps gingerly into the mud at its edge. David may pay no attention, or he may tag along and step in the mud too. They tolerate each other; they even like each other's company, and if one does something, the other may follow suit, but they don't cooperate.

#### LEARNING ABOUT THE WORLD AND DEVELOPING MENTALLY

David has learned a great deal about the ways of the world in the past six months, but he shows his new knowledge in what he does, rather than in what he says. His speaking vocabulary is still limited to about a dozen words of English, although he expresses himself with much feeling in an endless flow of jargon. In this he is like most children of his age, although some babies can say a much larger number of words at David's age, and others wait still another few months before they begin to say

many words. David's vocabulary list includes mamma, daddy, bye-bye, car, go, kitty, no, ball, nana (for both grandpa and grandma), and Betty, for Elizabeth.

He can understand a great deal that is said to him. The facial expressions, the gestures, and the emotions, as well as the words of those who talk to him now help him to understand what they mean.

"It reminds me of the year I spent in France," Marjory said to Jack. "I could understand a lot that was said to me, but I never could speak more than a few sentences of French that a Frenchman could understand!"

David's education also proceeds through his picture-books, which he loves. He likes to turn the pages himself, often two or three at a time. When grandpa says, "Show me the dog," David points to the dog. He can pick out the babies, and points to the cars with great enthusiasm.

He is learning about himself, too. When Marjory says, "Show me your hair," or "Shut your eyes," or "Open your mouth," or "Show me your nose," David can point to his hair, or his nose, or can shut his eyes, or open his mouth. He can, that is, if the spirit moves him!

He has also learned a great deal about what things are for, where they belong, and what he can do with them. He tries to sweep with the broom, to wipe with the towel, and to blow the automobile horn by pressing the button in the car. He is able to do more things for himself when he eats and when he plays. When he plays with his puzzle with the round, the square, and the triangular blocks to fit the round, the square, and the triangular holes, he can easily fit the round block into the round hole, and the triangular block into the triangular hole. The square block is a little harder for him, but he does it sometimes. He observes the shape of things more readily than before.

He grasps the meaning of many situations more quickly and surely than when he was a year old. When he sees Marjory preparing his meals, he often runs to his high-chair and says "eat." Sometimes he finds his pajamas for her when she takes him upstairs after supper; he knows that he is going to bed. All

these things show that he is developing mentally, as well as physically.

#### EXPRESSING HIS FEELINGS AND EMOTIONS

David's natural good humor and his radiant enjoyment of the simple pleasures of running around and poking into things are a delight to the household, although at times the delight is tempered with dismay. He is a friendly, amiable child, with a disarming smile, and is more affectionate than he was some months ago. Now he loves his plush dog and his toy duck, as well as his mother and his dad, and grandpa and grandma. His good health and the security and happiness of his home life help to stabilize his emotions.

Although he is generally an even-tempered child, there are times when he is disturbed, angry, or frightened. In the past six months there has been little change in the total frequency of his emotional upsets, but they have changed somewhat in character. He now cries less often because of discomfort, or need of change, and more often because he does not get the adult attention he wants, or because some grown person prevents him from doing what he wants to do. He is sensitive, too, to the emotional atmosphere of his home, and when his mother is tired and irritable, he is more than likely to be cross.

David shows fear and anger oftener than he did six months ago for the simple reason that his life is less sheltered now. He can get into more trouble, and he has more ideas about what he wants to do, many of which are impractical, not to say impossible, from his parents' point of view.

Marjory and Jack can avoid a certain amount of friction by not expecting or demanding that David will change instantly from the activity which is absorbing his attention to the thing they think he should do. When it's time for him to leave his outdoor play and come to dinner, Marjory is more successful if she takes a moment or two to play with him, and talk with him, trying to turn his attention from the sand-pile to the good dinner in the house. The moment's distraction is usually enough to gain his co-operation.

"He's like his dad," Marjory confided to her mother. "He co-operates much better if he thinks that what he's doing is his own ideal!"

Although Marjory and Jack treat David's interests respectfully, they deal with him firmly on the many occasions when he doesn't know what's for his own good. After all, David has to depend on his parents in most respects to teach him what he should and should not do.

It's hard to believe it of such a nice little boy, but David does have an occasional temper tantrum. His newest favorite toy is his duck on wheels, which he loves to push up and down the garden walk. The duck fascinated Elizabeth, too, and she tried to pull it away from David. They both pulled at it, until Elizabeth let go, and David sat down with a thump which caused more anger than pain. How he did howl!

But the thing that caused his worst temper tantrum was his kiddie-car. One wheel caught behind the door, and there it stuck. David pushed, and pushed—in the wrong direction. Finally he yanked and yanked, and yelled loudly in a fit of pure temper. It was over in two or three minutes, and when he was quiet, Marjory washed the tears from his face, and showed him how to take the kiddie-car through the door.

When David is angry or frightened, it's because he doesn't know a better way to deal with the situation. At such times, his parents need to help him to learn a better way of solving his problem.

David's fits of temper are only occasional, because he has never found much satisfaction in them. Marjory and Jack ignore him until he is quiet, and where's the fun in that? Another reason why his temper tantrums are rather rare is that his parents understand David's way of doing things, and don't try to force him into acting like a grownup, when he takes his bath or his nap, or eats his meals.

Although David naturally has his moments of being afraid, he is a brave boy most of the time. When he stumbles and falls, he usually gets right up and goes on about his business, with not much more than a whimper. Anyone, even a grown

person, has a right to be afraid of falling, but David actually enjoys being tossed in the air by his dad. No one should forget, either, that it takes courage for a baby to learn to walk, run, and climb by himself, without holding on to his mother or even the furniture.

When David is frightened, it is often because of some sudden change, the threat of falling, a loud noise, or some new and strange situation. Uncle Bill is a big six-footer, a former football hero who has athletic ambitions for David. When he came to visit after a six months' absence, he was so pleased with David's growth that he shouted in a big, bass voice for his little football captain, tossed David into the air, and then started a rough-and-tumble scrimmage. David was so surprised and startled by the actions of this strange, big man that he started to cry, much to Uncle Bill's consternation. After a little explanation from Marjory, Bill began to play a more gentle game, and after David had time to warm up to it, he was ready for a vigorous, although somewhat modified roughhouse.

On another occasion, when David was fifteen months old, Marjory and Jack took him to the lake shore for the first time. He was afraid of the water, but he allowed Marjory to carry him while she waded into the water. Then David sat beside her at the water's edge, and both of them dabbled their toes in it. Then he allowed her to dip him into the water up to his waist and, finally, to his shoulders. The next day the whole thing was repeated, and on the third day at the shore, David waded into the water of his own accord, with great delight. Marjory had kept his first fear of the water from becoming established, but if she had insisted on a sudden dip the first day, he might have been afraid of it for a longer time.

#### GETTING ACQUAINTED AND DEVELOPING SOCIALLY

David takes more interest in company than he did formerly, provided the company is interested in him. When four or five friendly grown people are willing to play with him and make a fuss over him, he simply loves it. He's rather selective, however,

on some unaccountable basis, and may take a decided objection to a stranger at times.

Although he likes Elizabeth's company in his play, he still plays independently, rather than co-operatively, and usually confines his interest in the play of other children to looking at them.

David is learning to stop what he is doing when mother or dad says "no, no." They are quite reasonable about it, and don't say "no" unnecessarily, but when they do say it, they are firm and expect David to stop. They try to be consistent, so that he may learn that "no" really means "no." They also help him out by giving him something else interesting to do when they say "no" to his activities.

"Mine" and "thine" are beginning to have meaning for David, also. He certainly knows that his toys are "mine," and he doesn't like to have them snatched from him. However, if Marjory suggests it, he often is willing to give Elizabeth one of his toys. Elizabeth is teaching him the meaning of "thine," for she is equally insistent on keeping her own toys for her own use.

David already says "bye-bye" and "hello" politely, and he is learning to say "please" and "thank you." He displays these social graces rather irregularly, and Marjory doesn't insist, because he is a little young to know what they mean and talking is still hard for him.

He is learning to "help" his mother. He likes to do little errands about the house. He will carry the book into the other room, close the door, or pick up the magazine and bring it to mother.

Through his habit of imitating his mother, his dad, and other familiar people, he is learning about the social customs that are observed in his home. He sees his mother comb her hair, and powder and rouge her face, and the next day Marjory finds David with the rouge all over his face and his hands too. Marjory and Jack are affectionate with David, and he hugs and kisses his teddy-bear. Jack says "Damn!" in a moment of irritation, and is startled a few days later to hear his angelic young son pronounce a good imitation. Yes, David is growing up!



## *Two Years Old*

Two candles decorate the birthday cake, or would, if David had a birthday cake. Instead, David, Elizabeth, and Andy, their new friend who now lives across the street, have gone with their mothers for a morning trip to the zoo, where the children will enjoy watching the baby monkeys. They will be home in time for lunch as usual, and the afternoon nap will not be disturbed by the celebration. The day began with the presentation of a new fire truck, from Dad and Mother to David, with love. All in all, it's a happy occasion, not spoiled by a sequel of upset stomachs and tempers. When Jack measured David to bring the record up to date, he found that his son had pushed his height up to a bit better than thirty-four and a half inches, and his weight to nearly twenty-nine pounds, gaining nearly two inches and about four pounds in the past six months.

### WHEN HE EATS

David continues to eat quite well, on the whole. He is given the same kinds of food that he was eating six months ago, with a few additions. He still uses from a pint and a half to a quart of milk daily. Sometimes he eats a serving of cottage cheese. He takes cereal as before, once or twice a day, usually one of the cooked, whole-grain cereals, but sometimes a dry, prepared cereal for variety. He also eats whole-wheat bread and butter, or toast, two or three times a day. The list of fruits which he may eat is somewhat longer than it was six months ago. If the skins are removed, he may have more kinds of raw fruit, including pears and peaches, as well as the familiar oranges, grapefruit, ripe apple, and ripe banana. The list of cooked fruits is much the same, with the addition of rhubarb.

David now eats a little spinach, although rather unenthusiastically, but Marjory doesn't serve it too often, because he is

old enough to eat many other kinds of green, leafy vegetables. For the past year, the list of permitted green leafy vegetables has included lettuce, Swiss chard, kale, collards, beet tops, turnip tops, dandelion greens, asparagus, and cabbage, and recently broccoli and brussels sprouts have been added. He hasn't learned to eat some of these vegetables, however, and a few others are not often for sale in the stores in his town. He is served a green, leafy vegetable at least three or four times a week, and sometimes every day.

The list of vegetables other than green, leafy ones is also longer. Peas, carrots, celery, cauliflower, green lima beans, string beans, squash, and tomatoes are old friends, and strained corn, artichokes, onions, parsnips, and turnips have been added recently. He continues to eat a white potato nearly every day, although he may have a sweet potato, or rice, hominy, or macaroni instead. He likes his potato baked, creamed, or mashed.

Most of the vegetables he eats are cooked, but he may have a small amount of raw vegetables several times a week. They are chosen from a rather limited list which includes tomatoes, lettuce, grated carrots, grated tender young turnips, or chopped or shredded cabbage.

David eats an egg almost every day, sometimes soft-boiled or poached, sometimes in custard; in fact, any way but fried. He has meat or fish once a day, and may eat beef, lamb, liver, chicken, or bacon, or cod, halibut, or haddock. Marjory cuts the meat in small pieces, but it is no longer necessary to mince it. She removes all the bones from the fish; David isn't yet skilful enough to perform such delicate operations. He also takes cod-liver oil or some other fish-oil, or a similar source of vitamins, daily.

His desserts are still the simple ones he has had for the past six months or so, mostly custards, junket, gelatin, rice, tapioca, or cornstarch puddings, or cooked fruits. Now and then he has vanilla ice cream, and occasionally he may have a small piece of sponge cake, oatmeal cookies, molasses cookies, or whole-wheat or arrowroot cookies.

It would have been better for David and easier for his mother

if his introduction to candy had been postponed until he was a little older, but Uncle Bill is a liberal fellow and he can't understand why David shouldn't share in the sweets he brings when he comes to visit. Now Marjory is faced with the task of teaching her young son that he can't have candy every time he asks for it. He's too young to understand why he should eat candy only at the end of a meal, to keep from spoiling his appetite for more necessary foods, but he's not too young to take his mother by the hand and lead her hopefully to the cupboard where the candy box reposes. "No, not now, but you may have a piece for dessert," sounds like plain "No," to David. He lives in the immediate future, and dinner, two hours distant, is far, far away. The lesson of moderation in eating sweets has already begun, and he doesn't enjoy it.

Not every two-year-old is given as wide a variety of foods as David, but on the other hand, there are some children of his age whose diet is even less restricted than his.

"I may as well confess to you, Marjory," said Doctor Lynn, "that when you talk with other mothers who have other physicians, you'll find a great deal of disagreement about the diet of the baby and the little child. There are liberals, who give the baby everything in the grocery list just about as soon as he can chew and swallow. There are conservatives who think that children must be protected from the harder-to-digest foods until well after they start to school. Then there are the middle-of-the-way fellows, old duffers like myself, who try not to go to either extreme. You'll have to use a good deal of your own common sense in feeding David."

David has graduated from taking meals in his high chair to eating at his own little table, seated in a chair just his size. Now and then he has a meal with the family, when Marjory and Jack feel equal to it, but most of the time he eats by himself. He isn't interested in mealtime conversation anyway.

More of his food now reaches his mouth, and less the floor, than at eighteen months. He still spills some food from his spoon, but is able to insert the spoon in his mouth without turning it upside-down. He rotates his wrist more easily and

depends less on the movement of shoulder and elbow to guide and direct the spoon, but its motion still resembles the scooping movement of a steam-shovel. He grasps the spoon between thumb and fingers, showing a tendency to hold it palm down. He has a small, blunt fork, which he tries to use now and then, but he prefers his spoon—or his fingers.

Although Marjory still has to watch him, he is beginning to learn that when he drops his food on the floor he must not eat it. He likes to "help" Marjory when she mops up what he has spilled.

"I don't want him to be a drinking man, but I must say I'm relieved to see that he can manage his cup at last," Jack said recently. David now holds his cup easily in one hand as he lifts it, but he keeps his free hand in reserve, ready to help the other if need be. He is also learning, rather hazardously, to pour from a little pitcher, with a picture of a cow on it, that grandma has given him.

As long as David is interested in eating, he chews his food slowly enough, and quite thoroughly. He isn't old enough yet to shorten his meal by hurrying. He usually takes from half to three-quarters of an hour, or a little longer, to eat his meal.

Although he feeds himself quite successfully, he often needs some help and encouragement, especially towards the end of the meal, when the edge is gone from his hunger. At this time, his attention may be distracted by one of the interesting things which fascinate him—the orange squeezer, the neighbor's cat, or the garbage truck, for example. Marjory can usually bring his attention and interest back to his meal by quiet persuasion and encouragement, perhaps by feeding him a few bites herself.

On occasions when he merely plays with his food and doesn't eat, Marjory should remove it and give him nothing until the next meal. After skimping one meal, his appetite improves, and he is usually hungry enough to eat all of the next—provided his mother has been able to resist feeding him in the meantime. Jack says she seems to think the boy will starve if he misses one meal.

If Marjory tries to force David to eat when he doesn't want

food, he cries and struggles and, once in awhile, the food comes back up. She doesn't want this to become a trick which he can perform at will. He forms better food habits if he eats voluntarily because he is hungry and wants his food than if he eats because he is coaxed or coerced. Marjory will be wise if she keeps David's appetite keen by hours of active outdoor play and regularity of meals, and then leaves him to eat without urging or fussing.

He will form better character habits, too, for if he learns that he goes hungry if he doesn't eat properly, and if he learns to eat his meals by himself without too much supervision, he takes a step forward in the discipline of self-management, and in growing up.

David has certain definite food dislikes, which Marjory respects, although from time to time she offers him foods which he has previously refused, so that he may have a chance to learn to like them. She hasn't quite realized, however, that she sometimes places too much responsibility on him for the choice of his food. She asks, for example, "David, would you like an egg today?" Now David likes eggs, but he is as likely to say "No," as "Yes," because it is fun to say "No," and to have Marjory's attention while she tells him how nice the egg is. If she simply served the egg without discussion, he would eat it. To ask the two-year-old, "Would you like this food today?" puts more burden of food selection on his shoulders than he should carry.

When David doesn't like the food he has put in his mouth, he does the natural thing, and spits it out. Perhaps it is too hot, or it may be tough, or he may not like the taste. Marjory makes no comment now, but when he is older, she will teach him to have more regard for Emily Post. Of course, the taste of food affects David's liking for it, but its temperature, texture, and color affect his enjoyment also. If food is tough, or hard to chew, or if it sticks in his teeth, he may refuse it. If it is slippery or hard to manage with his spoon, he gets discouraged. Very cold or very hot foods hurt his mouth. He likes soft, melting ice cream, and lukewarm cereal and vegetables. He likes

crisp, crunchy foods and will eat string beans most happily if he can pick them up in his fingers and nibble from one end.

Now that David understands much of what is said in his presence, he is influenced by what his elders say about their food. Unfortunately, Jack has rather definite dislikes. He won't drink milk, or eat whole-wheat bread, and he doesn't care for greens. Marjory has an eye to her figure and won't eat potatoes. If they aren't careful, David will make their behavior an excuse for his own food refusals.

#### SLEEP AND REST

David sleeps from eleven to twelve hours at night, usually about eleven and three quarter hours, and he continues to take a rather long nap in the afternoon. His nap usually lasts about two hours, so that his total daily sleep varies from thirteen to fourteen hours. His bedtime ordinarily is seven-thirty, and he wakes between seven and half-past in the morning. In these habits, he is like many other two-year-old children, although there are wide individual differences.<sup>1</sup> A rather small minority of two-year-olds sleep as little as twelve and a half hours altogether during the day.<sup>2</sup>

About nine out of ten two-year-olds take a daytime nap. Nap-time for David comes right after his midday meal, and he is almost always ready to go to sleep then. Once in awhile, he lies awake and does not go to sleep at all, but his nap is almost a daily occurrence.

Now that he is two, David likes company so well that he tries to put off the moment of being left alone when he goes to bed at night. He wants a drink of water, or he drops his toy, or he wants to have daddy show him his book. Perhaps he cries. Now Marjory wishes that she had never begun yielding to his desire to have her stay with him. She and Jack are willing to grant their son a few minutes of comfortable sociability, so that he

<sup>1</sup> White House Conference on Child Health and Protection: *The Young Child in the Home*, p. 141.

<sup>2</sup> Faegre, Marion L. and Anderson, John E.: *Child Care and Training*, p. 138.

has time to settle down and to feel ready to be left alone, but he isn't content with that. If a little company is a good thing, more is better, he thinks. When he was just a few months old he seemed to know that when he was left in his crib, he was expected to go to sleep, but now he has to learn it all over again. Marjory is discovering with a shock that it may take some weeks or months of consistent effort to teach him now to go to sleep willingly when he is left by himself.

The method is simple, but may be unpleasant. After she has kissed him goodnight, she leaves him severely alone, in spite of his wailing and the neighbors' comments on it. Unless, of course, she has good reason to believe that he may really need her attention. She is particularly careful to carry out a regular routine of outdoor morning play, with a nap early in the afternoon, followed by another period of outdoor play, so that he will be sleepy when bedtime comes.

When David does finally go to sleep, he is usually sucking his thumb, and he has reverted to his "snuggly" which he had given up for a time. The doctor tells Marjory that David will probably stop these habits in the coming year, but he can't be expected to do so while he is still so unhappy about going to bed. The doctor still advises Marjory not to use thumb-guards or other mechanical devices for, although they are successful with some children, they seem to aggravate the habit in others. Not much is actually known about methods of prevention, but children will outgrow this habit or cure themselves, as a rule, if it is not made too great a source of conflict and unhappiness by over-anxious parents.

Marjory has worried a little for fear the habit of thumb-sucking will have a bad effect on the position of David's teeth, but her dentist has relieved her anxiety to some extent. He has told her that although long-continued thumb-sucking apparently causes malformation of the mouth and teeth in some children, it seems to have no such ill effects on many others. There is a good chance that David will be one of the fortunate ones. His mouth and teeth show no damage as yet, and if he drops the habit fairly soon, probably he will suffer no harm from it. If he

should continue to suck his thumb until he is four or five, the danger would be much greater.

#### DRESSING AND UNDESSING

David is learning to take off some of his clothes and, in this backwards fashion, by learning to take things off before he can put them on, he is beginning to learn to dress himself. He can pull off his socks, and if his shoelaces are untied, he can take off his shoes. He can operate the zipper on his overshoes, and if he has help with the heels, he can pull off his overshoes or his rubbers. He can push up and pull down panties and leggings. If he is in the mood for it, he helps in the dressing process by putting his arms through the armholes. Buttons and buttonholes interest him occasionally, and sometimes he tries to put the buttons in, or take them out of, the large buttonholes on the front of his coat or his sweater.

He has a new game which he plays spasmodically. It consists of hanging his coat and hat on the hook which Marjory has placed low enough for him to reach, but high enough so that he doesn't hurt his eyes or his head by banging into it. Sometimes he hangs up his wraps, then pulls them off and leaves them on the floor.

As Marjory said to Jack, "I want to train David so that *his* wife won't have to put up with finding his overcoat on the easy chair, his hat on the desk, and his briefcase on the piano!"

"I can't imagine what you're hinting at," Jack declared.

#### GOING TO THE TOILET

David "tells" now when he needs to go to the toilet. He says "wee-wee" whether he needs to have a bowel movement or to urinate. He "tells" also by his actions, an uneasy, momentary pause in his play which Marjory is quick to recognize as a sign of toilet discomfort. As soon as he is old enough to talk easily, she will teach him to tell what he needs in words which can be understood by anyone who is caring for him:



He goes through the day, as a rule, without wetting himself, if he goes to the toilet at about three-hour intervals. If he is taken up at night, he will usually keep dry through the night. He still wets himself if he is not taken to the toilet at least once during the night. He almost never has a bowel accident now. Eight or nine out of ten children of David's age, but more girls than boys, have established bowel and bladder control.<sup>3</sup>

David is learning how to take care of himself at the toilet. He can pull up, or push down his panties, but he can't do anything useful with buttons. He needs help in getting on or off the toilet seat and in arranging his clothing so that it keeps dry. He can't use the toilet paper successfully yet, and the handle of the flush tank is a little too stiff for him to operate it, but he likes to try.

He "helps" Marjory to wash and dry his hands after he uses the toilet. The real cleansing is done by his mother, but David at least is learning that hand-washing follows going to the toilet.

#### KEEPING CLEAN

It's fun for David to stand on a stool and play with the soap and water in the washbowl, while Marjory takes this opportunity to begin teaching him how to wash his hands. He rubs his hands over the soap, and dabbles them in the water to rinse them, but Marjory has to do the real scrubbing and the drying. He and his mother wash his hands, co-operatively, before he eats his meals as well as after he goes to the toilet.

He really likes his daily all-over bath. He plays with the soap, and with the floating toys, rubs soap on the washcloth, and rubs it on himself, here and there, and now and then. It's not very effective, but it's fun.

David's own towel and washcloth, with little ducks in the corners, hang where he can reach them and hang them up himself. He is beginning to understand the idea of using his own toilet articles.

<sup>3</sup> White House Conference on Child Health and Protection, *The Young Child in the Home*, p. 188.

His own small-sized toothbrush interests him, and he likes to try to use it, but the motions are too difficult for him. He lets Marjory brush his teeth, but objects when she insists on using dental floss. The family dentist has shown her how to use the floss correctly, and he advises her to use it daily if David will let her.

A running nose doesn't bother him and, if he is let alone, he does nothing about it. When he does use his handkerchief, he needs help. Marjory gives him paper handkerchiefs to use, and he is learning to drop them in the wastebasket after using them.

#### EXERCISE AND PLAY

Now that he is two years old, David's posture is comparatively stable. He can keep his balance even when he hurries, and he has enough body poise to kick a ball. He no longer topples over when he tries to pick things up from the floor.

He walks steadily, although with a trace of sway. He no longer steps with his legs wide apart, but keeps his legs and feet quite close together, and he is learning to place his feet as older people do, with the heel touching the ground first. Knee and ankle joints are more flexible, so that his gait is less stiff than formerly. He walks with his toes pointing almost straight ahead.

"I suppose you'd call that running," Jack remarked doubtfully to Marjory, "but I certainly wouldn't enter the kid in a track meet yet." Marjory insists that David really does run, although his balance is rather risky, and he can't stop or turn very well. David himself thinks it's great fun.

Going up and down stairs is still an adventure. He can go upstairs, standing upright instead of creeping, if he holds on to the railing, but he "marks time," that is, he places both feet on each step. He has been doing this for two or three months, but coming downstairs standing up was harder, and he is just learning to do it.

Sometimes he jumps from the first tread of the stair to the floor, with one foot leading the other. This is quite daring, but David is glad to repeat it for his dad's appreciative applause.

He loves to climb and scramble over the stump in the garden, or the kitchen chairs, or, with dad's help, over the rocky slopes of the big park not far away.

David's hands carry out his wishes quite well now, and he is able to enjoy more kinds of play for that reason. He can turn the pages of his books easily, one at a time, he can snip with blunt scissors, or string beads, or build a skyscraper of six blocks, and he can make both vertical and circular strokes with his crayons. He can fold paper, and he likes to play with clay, but he is more likely to pat or pound the clay or sand than to make things with them.

Throwing a ball is still rather difficult for him. He has an awkward stance and may take several steps before and after he releases the ball. Then after all that trouble, it's hard for him to let go at the right time, his aim is poor, and the ball goes only three or four feet.

David and Elizabeth, and their new friend, Andy, enjoy playing together, all in one back yard, but each child still follows a rather independent course of action. David plays in the sand, while Elizabeth climbs in and out of the big packing-box that is part of their home playground, and Andy fills and empties his dump-truck. The scene of harmony doesn't last long, for David suddenly wants the truck, the one that Andy has and no other, although David has a truck of his own. Sometimes Andy and David settle it themselves, but at other times Marjory has to explain to David that he must not take Andy's truck; he must play with his own. In spite of such incidents, this playing-together that is not yet a real playing-together contains the seeds of the more social, co-operative play which David and his friends will enjoy in another year or two.

Much of David's play is very active, and through it he is developing a strong, vigorous body. Jack and Marjory encourage active play by giving him balls of various sizes, a kiddie-car, and recently a tricycle. He isn't quite sure yet what to do with the tricycle, but he'll soon learn. He has a sand-box with the necessary shovel and pail, and there is a swing in Elizabeth's back yard. He is learning to use the slide at the children's playground

in the park. He has automobiles, trucks, and trains which he can push and pull, and a small wagon which pulls real loads. He likes to hammer, and enjoys using a wooden hammer to pound blocks into a hammer-bed that has holes cut to fit the blocks.

Some of David's play is make-believe, although rather simple in form. He likes the little broom and the toy mop, and the toy lawn mower, with which he sweeps, cleans, and cuts grass as mother and daddy do. He isn't too proud to play with Elizabeth's dolls and doll furniture, even if he is a boy, and he makes-believe as he puts his favorite black-and-white dog to bed, or gives him his supper. However, he doesn't need toys for his make-believe. One of his favorite games is playing store with Marjory's canned vegetables and the package of cereal.

David likes to make things, too, although it must be admitted that Marjory is the only one who can recognize what he has made. He pats and pounds his clay, he strings his beads, cuts colored paper into odd shapes, and plays with his tinker-toy.

He hasn't learned much yet about putting his toys away when play time is over. His mother has set aside a basket to hold his current favorites, with the hopeful idea that he will put the toys back when he is through. Sometimes, with her assistance, he puts a few in the basket, but he is just as likely as not to empty them all out again.

Music and books fill part of David's playtime. He likes to listen to the radio, especially to band music, and he will leave almost anything else to have his grandpa read to him from his favorite books. Marjory often calls him in from his active play about an hour before supper-time when irritated voices tell her that young two-year-olds are getting tired. Then she reads to David, or they sing while she plays the piano. David's singing is confined to a chirp now and then, but he likes it. This is better than the "five o'clock symphony" of whimpering and bawling which strikes up if David and his young friends are allowed to get too tired.

David resembles many other two-year-olds in his posture, in his degree of skill in walking and running, and in using his

hands, and in the ways in which he likes to spend his playtime. Some are more advanced and others are more clumsy, but David's behavior is quite usual.

#### ADVENTURING SAFELY

It is chiefly because of Marjory's watchful care that David's adventures and excursions end safely. Now that he is a venture-some runabout, it is harder for her to keep her composure and to refrain from saying too frequently, "No, no, you'll get hurt!" Jack complains that she will make their son timid, but Marjory counters with the accusation that Jack would let the boy take too many risks. As a matter of fact, although David is a brave enough little chap, he has enough caution so that he doesn't often try stunts of climbing and jumping that are too difficult for him. He has had enough falls and bumps by now to learn some lessons.

Marjory and Jack take time to show David how to handle himself when he tries something new. If he has a new piece of play equipment, or a new tool, they supervise its use until David has learned how to swing, or pound with the hammer, or ride the tricycle, with reasonable safety.

David is learning that he must play in his own yard, or in Elizabeth's or Andy's yard, and not in the street. Because he is only two, Marjory keeps a watchful eye on him to see that his short memory does not suffer a relapse. The fence around David's yard is a helpful reminder, but the gate isn't always locked, and Marjory can't count on David to stay inside, although she is trying to teach him to stay in the yard whether the gate is locked or not.

Because David is curious about everything he sees, and wants to feel it, push it, make it go, and find out what it is for, his parents keep safely out of his reach and sight all cleaning fluids and powders, the household ammonia, the kerosene, medicines, poisonous substances of any kind, sharp dangerous tools, matches, or other objects which might injure him.

David has learned the meaning of "hot," "sharp," and "hurt,"

through the inevitable minor accidents that happen to every child, and now he is beginning to learn to keep away from things when his mother tells him they are hot, or sharp, or that they will hurt. He is learning to obey Marjory and Jack when they tell him not to touch the hot radiator, the gas cocks on the cooking stove, the electric cords of floor lamps, the electric sockets in walls or floors, and other safety hazards which cannot be removed from his reach.

"Anyone who wants to keep on living nowadays has to learn how to cross the street safely, and I'm starting to teach David right now," Marjory declares firmly. When Marjory and David go walking together, she holds his hands at street corners, and tells him to look both ways. If a car is coming, they wait until it has passed. At the corners where there are traffic lights, she tells him that they must stop when the light is red, and when the light is green she says, "Now we can go." It is hard to say how much he understands, but Marjory thinks it's worth while trying to begin his safety education early. She has read that two-thirds of all the children under five who are killed in motor vehicle accidents are pedestrians;<sup>4</sup> that is, they are the children who were playing in the street, or who were trying to cross a street, or who dashed from their yards into the street in their play.

There is a traffic policeman on duty at certain times of the day at a corner which David and Marjory often pass when they go for a walk. David knows the officer now and talks to him. They are good friends. Furthermore, the officer knows who David is and where he lives. If David should run away one day, it would be helpful to the police to know who he is, for David doesn't yet remember his full name, or the name of the street where he lives. Jack is trying to teach him to say, "I'm David Marshall and I live on Taylor Avenue," but it's rather a lot for the boy to remember.

Marjory is teaching David not to put pins, money, marbles, or other unsuitable objects into his mouth. He has outgrown his babyish, hand-to-mouth habit of putting everything he touched

<sup>4</sup> National Safety Council, *Accident Facts*, 1940 edition, p. 33.

into his mouth, so that teaching him this safety rule is not impossibly difficult.

The result of David's safety training is that he is developing skill, caution, and carefulness, rather than timidity and fear. Step by step, he is learning to take care of himself, instead of remaining dependent on his parents for his safety.

#### LEARNING ABOUT THE WORLD AND DEVELOPING MENTALLY

David has been busy learning new words in the past six months, and if Marjory took the trouble to write down each different word that he now uses, she would make a list of from two to three hundred words. He combines two, three, or four words now to make sentences. They are usually rather odd, incomplete sentences from the point of view of orthodox grammar, but as a rule they convey David's meaning to his mother, and dad often gets the point too. Marjory frequently has to interpret to strangers, or even to grandpa and grandma. In spite of funny pronunciation and odd sentence structure, David now enjoys the advantage of being able to express many more of his own ideas and to understand more of what other people say.

He usually refers to himself as "David," saying "David jump down," for example, but he is beginning to use the pronouns mine, me, you, and I.

Although his pronunciation of words is often cute and funny, he is learning gradually to pronounce many of them in the less cute, but more intelligible fashion used by his mother and dad. They forget at times, but they plan to refrain from baby-talk with him, because it would confuse him in his efforts to learn to speak clearly. As long as he pronounces a word in a babyish fashion, its usefulness to him is limited to the occasions when he speaks with his intimate acquaintances. If Marjory and Jack, and grandpa and grandma, resist the temptation to "keep him a baby," it will help him to grow up, mentally, emotionally, and physically.

David's increasing mastery of language helps him in his play with Elizabeth and Andy. Six months ago, he had to push and

pull his playmates to get them to go with him to the sand-pile. He tugged at his mother's skirts, and pulled her to the door when he wanted to go out. Now, the words he speaks help him to make his wishes known, although he still pushes, pulls, and tugs to help express his meaning. He also understands much of what Elizabeth and Andy say. Learning to speak is helping all of the children to become more effective socially.

David does a lot of studying, but not at a desk. He is learning new things every day; how to work the lock on the garden gate, what it feels like to walk on the grass barefoot, what kitty does when he picks her up by the middle, what kind of noise the piano makes when he hammers the keys, how heavy the rock from the garden feels when he tries to lift it. David's keen interest in finding out what things are like, and what he can do with them, is a sign of healthy mental growth. His self-confidence grows, too, as his worldly knowledge increases day by day.

It is hard for his parents to realize how many things there are for David to learn. For example, he is learning what "big" and "little" mean, but the more subtle relationships of size, shape, and weight, as well as distance, will become clear to him rather gradually. Which thing is bigger, smaller, middle-sized? Which tree is farther away, which is nearer; how near, how far? Which is the heavier, which the lighter box? Will the big box go into the small one? When Jack asked David to pick out the middle-sized one of three boxes, he couldn't do it. David doesn't count yet, although he knows what Marjory means when she says "Just one!" and he is learning to know the difference between one and many.

The relationships of size, distance, and perspective are very puzzling to David. He and Marjory went with Jack to the airport recently, to see Dad off on a trip. David loved the airplanes, and was pleased and excited to see his dad go inside one of them. Then the plane took off, and rapidly drew away into the distance. Suddenly David began to whimper.

"Mummy! It's littler and littler! Daddy in it!"

Marjory tried to explain that the airplane wasn't really littler



and littler, and that daddy was all right, but the explanation wasn't exactly easy.

David shows more self-reliance now in solving his problems than he did six months ago. If he wants a book that is out of his reach on the table, he pushes a chair to the table, climbs up and gets the book. When he was younger, he liked to push chairs around and climb up on them, but it didn't occur to him that the chair was a means of getting what he wanted. Marjory and Jack should encourage him to work out his own difficulties as much as he can.

Books contribute both to David's pleasure and to his fund of knowledge. He lives in the city, but his books have taught him what cows, pigs, chickens, and horses look like. He loves his Mother Goose books, and can say many of the rhymes his grandpa reads to him. At least, he can finish the rhyme if grandpa starts it. His books of trains, or fire engines, of air-planes, and of boats see heavy use, and Little Black Sambo and Peter Rabbit are his friends.

David isn't interested in his health. He doesn't know what it means, and there's no reason why he should, but he is forming ideas which will become a background for healthful living later on. His daily routine of meals, naps, going to the toilet, taking baths, washing his hands, playing, dressing, and so on, teaches him to expect that these things will be done in a certain way. The things he sees other people do in the house, the way his mother prepares the meals, cooks, washes dishes, and cleans house add to his stock of ideas. His health education is under way.

#### EXPRESSING AND CONTROLLING FEELINGS AND EMOTIONS

Most of the time, David is a happy, good-humored little boy. He lives in a happy home, with a father and mother who are devoted to each other and to him. He has a feeling that he belongs; their love and care surround him and give him security. This is the kind of security that enables David to grow up with an even disposition, free from serious emotional disturbances.

Money may be scarce, but if he is a member of a happy, harmonious family, David has a better chance to develop healthy emotional qualities than if his home life were stormy and uncertain.

David shows his love and affection for Marjory and Jack chiefly by the pleasure he takes in their company and attention, but he also bestows spontaneous hugs and kisses now and then. Sometimes he shows his affection by wailing when they go away and leave him behind!

"I suppose it shows his love life has already begun," said Jack grimly on one such occasion when David clung tearfully to Marjory as she and Jack were about to go out to dinner.

David enjoys a good laugh when he romps with his dad, or plays with Elizabeth, but it's stretching a point as yet to say that he has a sense of humor. And yet some things do seem to be funny to him; when Andy says "Bool" and he says "Bool" to Andy, then both of the boys laugh heartily.

There has been a definite drop in the frequency of David's crying spells in the past six months. They are just about half as frequent as they were when he was eighteen months old. In this he resembles other children whose emotional development has been carefully studied.<sup>5</sup>

His crying is rather seldom caused by fear. There are still occasions when sudden, strange things frighten him, but he knows more about the world than he did, and fewer things are strange to him. If a strange dog rushes at him in too exuberant friendliness, David is a little bit frightened, but he is used to Andy's dog, Sport, who lives across the street, and dogs ordinarily don't scare him.

In his play, he has learned to use his toys and play equipment well enough so that he doesn't get badly hurt very often. He cries when he is hurt, but unless the hurt is severe, he usually stops when Marjory kisses the hurt place, or when she diverts his attention from the hurt by asking him to get his handkerchief, or to go with her for a bandage.

<sup>5</sup> Blatz, Wm. E., and Millichamp, D. A.: *The Development of Emotion in the Infant*.

Sometimes David cries because he can't do what he is trying to do. Perhaps he is trying to push his tricycle through too narrow a space between two chairs. He discovers that if he moves one of the chairs, he can get the tricycle through, and he stops crying. Perhaps he cries because he wants Andy's truck, and Andy won't give it to him, but he may be satisfied when he finds his own truck. Now and then David cries when he has to put his toys aside and come to dinner, but Marjory usually can prevent such an episode by giving him a little warning, and turning his interest toward the meal. At times he cries because his mother goes away and leaves him alone.

When David is crying hard, it doesn't help much just to tell him to stop, but he usually does stop if his attention is shifted to something that interests him, perhaps something that helps him accomplish what he wants to do. It is part of growing up for him to learn more effective ways of solving his problems than by crying.

He has temper tantrums now and then, and sometimes Marjory thinks they are growing more frequent. Perhaps the reason for the increase is that David is now more ambitious and tries more often to do things that are rather hard, or are unsuitable for him to do. He has very definite ideas about what he wants to do, but he is still too young to know how to express his disappointment politely. He'll outgrow his tantrums soon, for he is finding out that they aren't successful in getting what he wants.

One sign of David's growing independence, and a step in his emotional development, is the fact that he sometimes has fun with grown-ups by refusing to do what they ask him. His parents are more concerned than they need be about these incidents of negativism. Although they show that David enjoys asserting himself and that he has still to learn how to do so unobjectionably, they do not mean that he is a particularly naughty boy, or that he will be a disagreeable obstructionist all his life. Jack tried to insist one day, when company was present, that David should repeat "Jack and Jill," of which, with help, he could say two lines and, with more help, two more lines. David re-

fused; Jack insisted; David kept saying, "No, no, no," and the affair soon became a major argument.

Another time, when his request is unimportant, Jack will do well to ignore his son's refusal and to drop the matter. Very likely, David will then come along in a moment or so, and repeat the rhyme or do whatever was requested, when he finds that he is being ignored and that his refusal creates no excitement.

If the matter is important, for example, one of the daily routines of health such as going to the toilet, Marjory and Jack should then insist firmly, but quietly and without argument, that David do what he is told. He is too young to bear the responsibility of deciding whether he will or won't in such cases. However, Marjory can often relieve such a situation by attracting David's interest with some new object or train of thought, and making him forget the fun of saying "No!"

#### GETTING ACQUAINTED, AND GROWING UP SOCIALLY

Although David sometimes seems to enjoy saying "No," to commands or requests of his parents, he takes pleasure much of the time in doing what he is asked to do. He is becoming more responsive to other people. He likes to get the newspaper or the telephone book, when dad asks him to do so, or to help Marjory carry the clothes-pins. When mother interrupts David's play with dad's fountain pen by asking him to put it back on the desk, he may obey reluctantly, but he usually obeys. He is learning to accept his parents' authority, but at the same time, he maintains a healthy interest in carrying out his own ideas. If he were too compliant and dependent now, he might not acquire readily the habits of independent self-discipline which he will need in a few years. He has already begun to form some habits of self-reliance, in feeding himself at meals, and in looking out for himself at play. Marjory and Jack don't want him to stay a baby when he ought to be growing up.

David very often becomes excited by the presence of company in the house, and parades his worst behavior then. When Mar-

jory's friends come to call, and David is being petted and admired, he will almost certainly show off. If Marjory becomes jittery, David promptly senses his mother's insecurity, and becomes more uncontrolled, showing his worst self. His sense of social propriety is practically microscopic.

He enjoys the company of Elizabeth and Andy more than he did six months ago, but their play together is likely to be enlivened by brief quarrels over their toys. The children are old enough now to have a very definite sense of ownership. What is mine, is mine indeed. Their mothers partly solve the problem by trying to provide each child with a truck, if they are playing with trucks, or with a shovel and bucket if the sand-pile is the order of the day, but difficulties still occur. Many of these brief quarrels are settled by the children themselves, but if they are prolonged, one of the mothers has to make tactful suggestions. Taking turns is still too complicated a procedure for the children to carry out without grown-up help.

Although David, Elizabeth, and Andy are used to each other's company by now, they continue to play independently of each other for most of the time when they are together.

David has acquired a few "good manners." When the spirit moves him, he says "Please," "Thank you," "good-bye," and "hello," quite nicely. He hears these little courtesies so often at home that he takes to them easily, but he may refuse to perform them on request. Good manners—his mother's, however, not David's—keep him at home when he has a cold. Perhaps he'll remember this rule when he's older.

David has extended his acquaintanceship to include the dentist. He now has sixteen teeth, and when he went to show them to the dentist, he really had a good time. The dentist was a nice man who wore a white coat and gave David a balloon to play with in the reception room while his mother had her teeth cleaned. This trip was not much more than a social call for David, but it gave the dentist a chance to make a good impression on his future patient.

A few days later when Marjory returned for a second appointment, David went with her again. This time he wandered into

the inner office, and was amazed at the peculiar things he saw there. He enjoyed a ride up and down in the dentist's chair, and then he watched the dentist look at his mother's teeth while she sat in the chair. After another visit or so, David will be well enough acquainted with the dentist and his office so that he will allow this new friend to inspect his teeth. One of the first pieces of serious business the dentist will attempt will be to make X-rays of David's teeth. Since he has become so well acquainted with the dentist, David will not be frightened when it becomes necessary to clean or fill his teeth.

If Marjory waited until she could see cavities in David's teeth before taking him to the dentist, the decay would be much more extensive and harder to repair. If she takes him to the dentist regularly three or four times a year throughout his childhood, he will probably escape serious dental trouble.

It is part of his social development that David values the smiles and praise which his parents and grandparents give him. Sometimes he shows off his little tricks deliberately to gain their approving attention. He is also sensitive to disapproval. These qualities make it easier for him to fit into the approved way of doing things in his home. He is learning that when he is "good" his mother smiles, and when he is "naughty" she frowns and perhaps punishes him, but his ideas of good and naughty are limited to the definite experiences he has had. When he is doing something that he has never done before, he has little or no idea of goodness or naughtiness; it is just something to do. It is only when Marjory first discovers his red crayon smeared on the bedspread that David learns that it is naughty for him to use crayon on the bedspread!

## *Three Years Old*

THE yardstick isn't tall enough to measure David now; he has outstripped it by two inches. With his thirty-eight inches of height, he carries thirty-three and a half pounds of weight. The food he eats provides for his growth at a satisfactory rate and gives him the energy for the very active life he leads. He has gained three and one-half inches, and over four pounds in weight in the past year. Attendance at a nursery school is one of the experiences which has helped him to grow up mentally and socially.

### WHEN HE EATS

David eats a wide variety of foods, and although his parents eat some things that are forbidden to him, Jack and Marjory actually could get along very well, and enjoy their meals, if they ate only the things that are served to their son. They might even be better off, as a matter of fact. David does without fried foods, rich gravies, very rich or sweet desserts or preserves, highly spiced and seasoned foods such as pickles, mustard, and catsup, and he doesn't eat nuts, because they are hard to chew and slow to digest. He is too young to be given tea or coffee or alcoholic drinks, of course.

He has an eye for candy when there's any in the house, and Marjory is still trying to teach him that he needn't expect to have it every time he sees it, but only occasionally and then at the end of a meal. She has good reason; her dentist has told her that excessive sugar in candy or other foods may be one cause of tooth decay.

There is a much longer list of excellent foods from which Marjory selects the menus for the meals that David enjoys with so much gusto. The doctor now allows him to eat almost all vegetables except a few such as cucumbers, radishes, and baked beans, which are hard for him to digest. He has added stoned

cherries, dates, figs, grapes, pineapple, plums, and raisins to the list of fruits David was allowed to eat when he was just two. Milk, eggs, cottage cheese, cream cheese, or a mild American cheese, meat, fish, cereals, bread and butter, desserts made from fruit, gelatin, custards, ice cream or milk puddings of various kinds, all these foods which are permitted him provide such a wide variety that David never misses the things that are left out.

It isn't necessary for David's health that he should like everything on the list of foods that the doctor allows him to eat. It will be easier for his mother, of course, and will make it easier for David to adjust himself in the future, if he learns to eat a wide variety of foods so that his menus are not restricted. But it is important for his health that he should like enough kinds of food to eat a balanced diet every day. He needs each day from a pint to a quart of milk, one egg, one serving of meat or fish, two or three servings of vegetables, usually including a serving of potatoes and one of green or yellow vegetables, two servings of fruit, one of which is a citrus fruit, or some other good source of vitamin C such as tomatoes, whole-wheat or other whole-grain bread, and whole-grain cereals, such as farina, or oatmeal, butter with the bread, and enough of these and other foods to satisfy his appetite and his needs for energy and growth. His diet usually meets these requirements.

Marjory's problem is a little difficult now, because David's prejudice against spinach has extended lately to other green, leafy vegetables. He will eat lettuce in a sandwich, or chopped green cabbage mixed into a gelatin salad, but otherwise the green leaves are in disfavor. He seems to be a little tired of eggs, too, and Marjory has to serve them disguised in custards or other dishes.

David feeds himself quite easily, although occasionally bits fall to the floor. His way of holding his cup or glass is much like his dad's. When he holds his spoon, it rests on the middle finger and is guided by thumb and forefinger, in almost grown-up fashion. He uses his own small fork skilfully, but prefers the spoon for peas and any other food that doesn't stay on the fork easily. Nor is he too proud to use his fingers if they seem more



efficient than spoon or fork. He likes to pour his own glass of milk and can do it quite well, if he pours from a small pitcher with a good spout. He uses a napkin instead of a bib, but his friend Andy still prefers a bib.

David still eats at his own little table most of the time, but the special occasions when he eats with Marjory and Jack are increasing in number. He enjoys these events hugely. Now and then, Elizabeth and David eat their noon meal together, and at these times, they think it's fun when David carries Elizabeth's dish of pudding to her, or passes the plate of molasses cookies. Or perhaps Elizabeth will fill David's glass of milk. Going to nursery school helped the children to take these advanced steps in etiquette. However, meals are usually quiet times for David, and the main business is eating rather than sociability.

David is rather a slow eater, and usually takes about as long for his meals as he did when he was two, perhaps three-quarters of an hour for his dinner. He chews his food quite thoroughly, but if he hurried more, he might not do so. Andy takes even longer, but Elizabeth gets through her meals in about half an hour or less. In the group of twenty children at the nursery school, there were even greater differences in the time taken for meals.

Sometimes David's interest in his meal wanes before its end, and if he doesn't finish it after a little encouragement, Marjory still follows the plan of removing the remaining food promptly. If he doesn't eat, he gets no more food until the next meal. Marjory has found that when she sticks to this plan, hunger usually improves his appetite. His vigorous outdoor play helps to keep his appetite keen, too. Although new foods bring out his conservative tendencies, Marjory is trying to teach him to take at least one taste of new dishes that are served to him.

A new temptation has entered his life. He knows that he mustn't eat food that he has dropped on the floor, but that when the meal is over, he can pick it up and put it in the garbage pail. It's such fun to open the lid by stepping on the foot lever which operates it that Marjory suspects him of dropping his food intentionally!

## SLEEPING AND RESTING

David continues to sleep from eleven to twelve hours at night, but more often eleven and a half, rather than twelve. A nap of one and a half to two hours is still the order of the day, but he may now miss his nap one or two days in the week. Marjory tries to encourage him to nap every day, because he is happier and less likely to be irritable when he does so. Counting his naptime, he sleeps from twelve and a half to thirteen and a half hours, sometimes a bit more, or a little less, during the entire twenty-four hours.

Although David doesn't actually go to bed until 7:30 or a few minutes later, the going-to-bed process starts about half an hour earlier, so that he has time to experiment a little in undressing, trying to brush his teeth, and washing up.

After months of effort, Marjory and Jack are finally reaching a satisfactory understanding with David about going to sleep by himself. He loves to have one of them read to him, and they agree to read one story to him if he will promise to say good-night like a good little boy and go to sleep at once when the story is over. David is learning two things—that his parents mean what they say when they agree to read *just one* story, and that they expect him to keep his promise. Both David and his parents enjoy this quiet time together now.

David sleeps alone, in his own bed, in a room by himself. He has been used to sleeping alone since he was a young baby, and thinks nothing of it. He doesn't mind the dark, either. Uncle Bill thinks this degree of courage is quite remarkable, but the fact is that the majority of David's friends of his own age are not afraid of the dark. However, when David visited Aunt Beulah, and stayed all night in a house where he had never slept before, he was reluctant to be left alone until he fell asleep.

Marjory doesn't know just when it happened, but David no longer sucks his thumb, at bedtime or any other time. He made up his mind that he would stop, because Andy didn't suck his thumb. For several weeks he kept his resolve, but then began to

suck it again when he went to sleep. However, it had lost its charm, and he forgot about it many nights, and eventually thumb-sucking was a thing of the past.

## DRESSING AND UNDRESSING

Dressing and undressing himself have become very interesting to David. Marjory encourages this interest by selecting clothes that are simply made and easy to put on. David can put on some of his clothes now, as well as take them off. He needs to be told which is back and which front, but he likes to try to put on his pants, blouses, sweaters, coats, snow-suit and leggings. In summer, play-suits make dressing easier for him. He produces rather peculiar results at times, but a little help straightens things out. He is learning to put on his shoes, but he can't always tell left from right, and he can't lace them correctly, although he tries. Stockings are hard to manage, because it's so much trouble to get the heels to the back. He can pull off his galoshes and rubbers, and put on his galoshes, but he couldn't do it if they were a tight fit. Sometimes he helps Marjory hang his clothes on a hook, or on a chair, at night. He takes lots of time to do these things, and when Marjory is in a hurry she is inclined to dress David herself, but if it's at all possible, she should let him do what he can, because it helps him to become self-reliant.

David hasn't learned yet that he'd be better off in dry clothes after he dashes wildly through a great, big puddle, or soaks his mittens in slush. Marjory still has to keep a watchful eye on his play in bad weather, to see that he doesn't get too cold or wet, perhaps an even more watchful eye than when David was only two and was less of an adventurer.

## GOING TO THE TOILET

David goes to the toilet by himself, but he usually tells Marjory that he needs to go. He can manage his clothing, except for back buttons, and he gets along without soiling the toilet

seat or the floor, but he isn't very successful in using the toilet paper. He can flush the toilet, and can wash his hands, but needs reminders and supervision from his mother. He has learned to raise and lower the lid of the toilet seat when he stands to urinate. He has to stand on a little stool, because the seat is somewhat high for him.

He sleeps dry through the night, without being taken up, and he rarely wets himself or has a bowel accident in the daytime. Because going to the toilet is a nuisance that interrupts his play, he is likely to hold off too long. Then there is a big rush at the last minute, and perhaps he just begins to wet his pants as he reaches the bathroom.

David's two-year-old phrases have given way to the grown-up words, "I want to go to the toilet." He knows what "bowel movement" and "urinate" mean, but he usually says, simply, that he has to go to the toilet.

Lack of privacy doesn't bother David when he goes to the bathroom, and if he accompanies Elizabeth there, it isn't a sign of anything but sociability. When he remarked to his mother that girls sit down and boys stand up, it was merely a natural observation and not an indication of an abnormal interest in sex.

#### KEEPING CLEAN

David can handle the bar of soap fairly well now, and he likes to make a good lather on his hands. He knows that after he has rinsed his hands, they should be dried. However, the entire hand-washing process is rather sketchy and still requires supervision. Washing his face doesn't interest David; in fact, he prefers not to have it washed. When he takes his bath, he likes to soap himself all over, always excepting his face. Then he has fun "swimming," when he lies down in the tub and rinses himself.

Although he is quite willing to do it, he has to be reminded to wash his hands before meals and after going to the toilet. In this respect, he's not very different from plenty of older boys who forget to wash their hands. He has learned to use the towels

and washcloth which hang on the special low hooks that Marjory has placed within David's reach. He is proud of his own towels, with their special designs of ducks, kittens and other animal friends.

The movements of tooth-brushing are easier for him than they were a year ago, but Marjory still has to do the real job. He makes less fuss now when Marjory uses dental floss to clean the spaces between his teeth.

A running nose bothers David, but he usually asks Marjory to wipe it for him. "I'm in trouble," he says plaintively, but the use of the handkerchief seems to baffle him. He has learned part of the technique, for he likes to throw the used paper handkerchief into the waste-basket or the garbage container.

Sometimes he remembers Marjory's admonition to keep his hands away from his eyes, nose, and mouth. If he could form this cleanliness habit, it would help him, in some degree, to avoid exposing himself to eye infections and to other infections which he might pick up on his fingers.

It must be confessed that when David is playing, he makes no attempt whatsoever to keep clean. Mud pies on his hands, face, or clothes don't disturb his happy activity in the least. Marjory gets around this inconvenience by giving him play clothes that are durable, washable, or easily cleaned.

#### EXERCISE AND PLAY

David's movements when he walks are easy and graceful, and he walks with his toes pointing straight ahead, with even speed and even length of step. His steps have lengthened, and he can walk in a straight line, placing one foot directly in front of the other. Sometimes Jack wonders, however, if his son's posture should be better, for he doesn't always hold his shoulders straight and his chest up, and his abdomen still protrudes farther than his chest.

Jack has made a small chair which is just the right size for David. When he sits down in it, the weight of his body naturally rests on the full length of his thighs, and it is easy for him to

sit up straight, with his body at right angles to his thighs. When he sits in his own chair, David's feet rest on the floor.

David often squats on his heels when he plays on the floor or on the ground, instead of sitting cross-legged, or stooping. It is fortunate that the squatting posture is natural to him, because it helps to develop strong back and thigh muscles and avoids the possibility that excessive amounts of stooping and sitting cross-legged might cause postural defects.

Although he enjoys climbing, jumping, and swinging on bars, David does too little such exercise, and should do more in order to have a muscular development most favorable to good posture. Marjory and Jack haven't yet realized that their yard does not offer David sufficient opportunities of this nature.

"Look, daddy, look!" David cries, and proudly shows Jack that he can stand on one foot for a second. He can stand on his tiptoes for a brief moment, and take a few running steps on his toes, too. When Jack and Marjory compare his present posture and balance with the moving pictures of David toddling at eighteen months, or swaying in his walk at two years, they appreciate the progress he has made.

"Jack be nimble, Jack be quick," might have been written to describe David. He loves to run, and puts on the trimmings by speeding up and slowing down. When he goes walking in the park with Marjory and Jack, the long, inviting stretches of green grass seem to him to be made for running. "Let's run!" he says eagerly, and with one hand in mother's and one in dad's, he will run, and run, and run, until they, not David, are out of breath.

If the flight is not too long and steep, and the treads not too high, David goes upstairs, without holding to the railing, by using the "marking time" method. If he holds on to the railing, or if the flight of steps is short and shallow, he can use alternate feet.

When he comes downstairs, he usually "marks time" and holds on to the railing if the flight is long, although he comes down a short flight of two or three steps without support.

He likes to jump and climb, just for the fun of it. He can jump, alone, from a height of eighteen to twenty inches, both

feet together, and with help from dad he can jump from a height of about two and a half feet. He likes to climb the jungle-gym and the ladder of five or six rungs, in the children's playground at the park. Sometimes he jumps into the air with both feet off the ground at once.

Although David isn't ready yet to pitch for any of the major leagues, his ball-throwing has improved. His wrist movement and timing in letting go of the ball are better, and he can make a throw of from seven to ten feet. He's better than Elizabeth—he'll always be a better ball-player than Elizabeth—but not nearly as good as Andy. Andy is a most unusual ball-player for his age; he can throw a ball as much as twenty-five or thirty feet. David is beginning to learn how to catch the ball, but catching is still hard, for Andy as well as for David.

David can do more things with wagons, wheelbarrows, and his push-and-pull toys than he could a year ago. On his occasional visits to the park, he investigates the jungle-gym, the ladders, slides, teeter-totters, walking boards, and wading pool at the children's playground. His tricycle is almost a necessity in his daily round of activities. A great part of his playtime is spent in active—and Marjory will tell you that she really means active—play. Balls, hammers and other tools, small garden tools, wheel-toys such as trucks, automobiles, fire engines, and trains are as popular as they were a year ago, and are used even more, because David can now think of more things to do with them.

In his quieter moments, David loves to swish his paintbrush over the big pieces of paper that Marjory gives him for painting. He can hold a crayon or a big pencil more easily than he did at two, and can control his strokes more readily, but his drawing of a man leans towards surrealism and might well be mistaken for a potato. He can build a higher tower of blocks, nine or ten blocks high, because he can make surer and more delicate movements with his fingers and hands. With more skilful hands, he tries to make a house, or a dog, or a car, or a snake, with his clay, instead of merely patting and thumping it. The results need interpretation, but so do the works of many more mature creators! Marjory encourages David to make things, knowing that

the ability to make things with his hands will be a source of healthy satisfaction to him all his life. Modeling clay, a black-board, chalk, large sheets of paper, crayons, water-color paints and brushes, colored paper and blunt scissors and paste, all these are in David's assortment of play materials to help him make things.

After many ineffectual attempts to teach him to put his toys away, Marjory concluded that one difficulty lay in the lack of an easily accessible place for the toys. Jack built a set of open shelves to go in David's room, and David will now put part of his things back on the shelves, if it isn't too big a job. If Marjory helps him, he will put most of them away.

When David, Andy, and Elizabeth play together now, they are somewhat less isolationist than they were at two. When they play at the beach by the lake shore, David digs a lake while Andy and Elizabeth carry buckets of water to fill it. At home, the three of them together lift a long two-by-four from the floor of Elizabeth's garage and carry it to David's sand-pile. Now and then, they even take turns for a short time. The moment of co-operation passes, and individualism reasserts itself, but there is less solitary play than a year ago.

"I want to say 'All aboard!'" says David, as he climbs into the automobile with his parents. Jack obligingly waits, while David calls "All aboard for Kansas City!" Content to have the "train" start now, David sits quietly in the car. "I want to shave you," he announces to his mother, as she leans back in a chair that, for some reason, reminds David of the barber's chair. When mother has been "shaved," David then wants his hair cut, while mother is the barber. A moment later, he is selling toys. "Five cents for a toy! Five cents for a toy!" he calls, in the sing-song voice he has heard the newsboys use. Make-believe is now an almost constant accompaniment of his play, and in it he ingeniously uses any article that comes to his attention, whether it is a "toy" or not.

Songs and stories give David even more pleasure than they did a year ago. He can sing, a little, and can carry a short tune so that even Uncle Bill can recognize it. Grandpa has taught David



to sing "Jingle Bells" with some success. David's library of favorite books is increasing, and he has a special shelf for them.

#### KEEPING GOOD EYESIGHT

David is just learning that when he looks at his picture books, he should sit in a good light. If it is dark, or dusk, his mother tells him to turn on the light, and he welcomes the chance, for pushing the button or pulling the chain that turns on the light is one of his favorite stunts. It is his mother's responsibility to see that he has a good light, but she is trying to help him to understand it, too.

Because David's eyes are still growing, and, like the eyes of most young children, are better adapted for seeing things at a distance than for close vision, Jack and Marjory do not encourage him to look at his books for very long at a time, and he naturally turns to more active pursuits in a little while. David's choice of position is one reason why his parents limit the time he spends looking at books. He lets his book lie flat on the floor or in his lap while he bends over it, in a position that is bad for both eyes and posture. Marjory is trying to teach him to hold his book, as he should, at an upward slant, but without much success.

When David is sick for a few days, and when he is convalescing, Marjory limits the length of time he can spend in looking at books or in using his eyes for close vision, because his eyes tire easily then. Unless he is able to sit up when he looks at his books, he is allowed to look at them for only a very short time.

David's play activities suggest to Jack and Marjory that his eyes and vision are normal for a boy of his age. He sees the airplanes far up in the sky. When Jack tosses a ball to David from a distance, he tries, perhaps unsuccessfully, to catch it, but he shows that he sees the ball. When he plays with his trucks, engines, and trains, he doesn't have to bring them close to his eyes, or keep his face close down to them. He doesn't pucker or screw up his face and tilt his head to one side when he looks at picture books, or frown and scowl when he is fitting the parts of his toys together. He doesn't blink his eyes continually, or

squint except when he is in a very bright, glaring light, or when he goes from a dim light into a very bright light. He doesn't brush his hands across his face, because his vision blurs, as if to get rid of the fly that isn't there.<sup>1</sup>

If David had defective vision, he would probably do a number of these things, and he might also be subject to styes, swollen eyelids, watery eyes, crusts on the lids among the lashes, or red rims on the lids. The fact that the doctor tests David's eyes regularly when he goes for his periodic health examination is a further important check on his vision.

David uses both his eyes when he looks at things. When Jack holds one of his toys just back of David's right shoulder, and says, "What is in my hand, David?" the youngster needs to turn his head only a little in order to see what daddy is holding. If David couldn't see well with his right eye, he would have to turn his head farther, in order to see the toy with his left eye. The test works for both eyes. Jack knows that this isn't a complete vision test, but, taken with his other observations of David at play, it helps him to make sure that his son's vision is good.

#### ADVENTURING SAFELY

David has been learning to stop and look both ways when he crosses the street to play with Andy. "I want to play with Andy, mother," he says, and she replies that he may go if he will look both ways and cross the street carefully. It is a quiet street, but Marjory keeps a watchful eye on her son until he has crossed safely.

David, Andy, and Elizabeth are learning that they must ride their tricycles on the sidewalk, or in the driveway, but that they must not ride out into the street. The mothers have agreed that if a child rides his tricycle in the street, he loses his tricycle privilege for the rest of the day, or half-day. This seems to be a necessary rule, even though they live on a quiet street. Two

<sup>1</sup> See Phelan, A. M., and Langdon, G.: "Eye Health of Young Children," *The Sight-Saving Review*, Vol. V, Number 3, Sept. 1935, for fuller discussion of signs of defective vision in young children.

or three blocks away, where the street comes to a dead end, and there is no through traffic, the children seem to ride tricycles and play safely in the street, with sufficient sense of caution to get out of the way when a car comes. But where David lives, the street is not safe for play, for even though the traffic is fairly light, it is often swift.

David knows that the red light means stop, and the green light go. "Stop! Stop!" he commands his father when they are driving and come to a red light. "Tell Daddy when to go," says Marjory. The light turns green. "Go!" says David. "Red is stop. Green is go," he tells his mother, as she has told him many times. It is a delightful game with him to tell mother and dad when to stop or go with the red and the green lights.

David also knows that the sign at the corner of his street says "Stop!" and he recognizes other stop signs like it when he is walking or riding away from home. This is another game that Marjory and Jack play with him. "What's that sign? What's that sign? Does it say stop?" he asks. When they are playing this game, Jack is very careful to obey the stop signs, you may be sure.

When David goes walking with Marjory, he prefers not to hold her hand except at crossings, but then he is willing to accept her protection. He is pretty good about looking both ways, too. He knows that they should cross at the crossings and not in the middle of the block, but since he always has mother with him, this is her responsibility.

David now knows the name of his very good friend, the traffic policeman. He is Officer Thompson. When he asks David his name, the reply is usually "David." Sometimes when the officer says, "And what is your other name?" David will answer, "David Marshall," but his last name is not a very familiar sound as yet, and he does not pronounce it distinctly.

Officer Thompson always asks David one other question. "Where do you live, David?" But David lives on Taylor Avenue, and the combination is hard for him to say. Once in a while, he makes the attempt, but no one but Marjory or Officer Thompson would know what he says.

David's increasing skill in handling his body, in running,

jumping, and climbing makes him more daring, and more subject to the risk of falls and bumps. However, Marjory and Jack have helped him to learn to handle himself quite well for one of his age, and they have given him instructions about the use of each new piece of play equipment in an effort to reduce the chances of serious accidents in his play. Marjory and Jack know that they should take the responsibility for keeping play equipment in good repair, with nails hammered down, screws firm, boxes and boards free from splinters, ropes and supports of swings in good condition, and wheels of wagons and tricycles in line and secure. They learned that lesson when David got an infected foot from stepping on a nail in a packing-box Jack had given him to play with.

Throwing things has a great attraction to David at present, and he has to learn that rocks, sticks, and dirt must not be thrown at other little boys and girls, or grown-ups either. He is learning also—and this very positively from experience with Andy, who objected strenuously—that he must not poke or push other children with sticks, curtain rods, or toy guns. Marjory and Jack have explained to David that by poking sticks or other pointed objects at his playmates, he might hurt them very badly and might even put their eyes out. Incidentally, none of his toy guns will shoot anything, not even water. One gun has a hammer that clicks, and that is all that David needs. His imagination does the rest.

David treats sharp objects with great respect. When he carries his blunt scissors, he carries them point down, and if he picks up a paring knife, or a pair of his mother's scissors, or any tool that looks sharp, he handles it very carefully. If Marjory tells him that any object is sharp, he usually leaves it alone. He is also learning never to run when he carries sharp things.

It is hard for him to learn to keep at a respectful distance from the washing machine, the sewing machine, and the stove, when his mother is using them, but the machines don't understand small boys any more than he understands them, and the risks of accident are great enough so that Marjory is rather strict with him as she tries to teach him to leave them alone. Jack

has replaced the metal electric fan with one that has rubber blades, but David is learning that he must stay away from that, too. Now that he can understand the simple explanations his parents give him, he is usually willing to be careful, when they have warned him that he may get hurt. The floor plugs, the light cords, and the can opener exert considerable fascination, but David usually has so many other things to do that he leaves them alone.

David is also learning, to his disappointment, that he must not play in daddy's auto, or in Elizabeth's daddy's auto, or in any other auto, when grown people are not there. Because the gentle slope of the driveways is sufficient so that a released brake might start the car rolling, all the parents in the neighborhood have made this a very strict rule, since the time when Andy's father's car started rolling with Andy and David in it.

#### LEARNING ABOUT THE WORLD AND DEVELOPING MENTALLY

David's vocabulary now includes from 800 to 1,000 words. His pronunciation of many of them is understood only by his mother and close friends, but in the ordinary affairs of his day, he makes himself well understood. Some of the words mean very little to him, and he repeats them chiefly for the fun of talking, but he uses a great many other words intelligently and accurately.

The average length of his sentences is six to eight words, but many of his sentences are much longer, and he uses complex and compound sentences, as well as the simple sentence. And how he does love the question! As a matter of fact, he uses his questions to elicit serial stories from his mother.

"We're going on a boat today," Marjory tells him. "What are we going on a boat for?" "So that we can visit Aunt Beulah." "What are we going on a boat to visit Aunt Beulah for?" "Because we haven't seen her for a long time." "What haven't we seen her for a long time for?" "Because she's been sick." "What has she been sick for?" And so on, as long as Marjory can take it! This might be called the conversational, or serial-story question.

David also asks questions because he wants to find out about things, but he will ask more questions from real curiosity when he is four or five years old than he does now. Yet his curiosity is very active already. He is curious about the doings of the milkman, the garbage man, the iceman, the street cleaner, the dentist, the doctor, and the doctor's nurse, and he is always interested in Marjory's short, short stories about these personages. "Tell me about the iceman," or "What does the milkman do?" he asks. If it didn't sound so absurdly pretentious, Marjory would claim that through her little stories David is acquiring a good deal of basic public health and civic welfare information!

David is also curious and interested about the neighborhood cats and dogs, about Johnny's rabbits, about the robins hopping in the grass, the earthworms in the garden, about what makes the thunder and the lightning, what is fog, and why does it rain?

When Johnny's rabbit had babies, David and all the other children in the block knew that the event was expected. This introduction to biology was chiefly of interest to David after the babies had arrived and he was permitted to look at them. He was told beforehand that the babies were growing inside the mother rabbit, but this momentous fact seemed to impress him very little.

Through all his questions, David is acquiring a large and assorted stock of information. Much of it—about his food, his clothes, his play, his baths, his bowel movements, the vegetables in the garden, what kitty eats and what little boys eat—might be classified as health information. But David learns these facts, not because he cares or knows about health, but because he is vastly interested in every part of his life.

The people, the animals, and the trains and other machines in David's books are almost as real to him now as the people, animals and automobiles that he sees every day. His books are for the most part about real things, rather than fairies and gnomes, for real things are still so incredibly wonderful, remarkable, and surprising.

Through his imaginative play and his constant attempts to

find out how things work, David is forming more mature ideas about his surroundings and how to manage them. "I want to grind the can opener," "I want to squeeze the orange squeezer," "I want to ring the doorbell." "I want to blow the horn," or "I want to wipe the dishes,"—the long series of things that he does helps him to understand his world, even better than the verbal explanations his parents give him. Marjory and Jack note his mental growing-up with pleasure, for they want his mind to keep pace with his stature.

#### EXPRESSING AND CONTROLLING HIS EMOTIONS

David has had a new experience. He has a baby sister named Anne. He was told that she was coming, and he "helped" mother wash some of his own baby clothes for her, and he picked out a very nice rattle for her at the store. When Marjory came back from the hospital with Anne, it was a special occasion for David, too. Not, his mother admits candidly, because of Anne, but because of a new train which Jack brought home for David that day.

David was curious about Anne, and now that she sees a few visitors, he is allowed to be the showman, to take visitors to the baby's crib. This privilege helps to satisfy his sense of his own importance, which has been somewhat damaged in spite of his parents' efforts. He obviously feels a little jealousy, which he shows sometimes by being very rough and loud, and pushing Anne's crib angrily. Marjory suspects that he would like to push Anne on these occasions, but doesn't dare. These incidents grow fewer and fewer, and Marjory and Jack take pains to give David plenty of loving attention on his own account.

Before Anne arrived, David wanted to know where they would go to get the baby. He was satisfied when Marjory told him that the baby was growing inside her, as the baby rabbits grew inside the mother rabbit. When he wanted to know how the baby would get out, she told him that there was a special opening for the baby to come out, and that answer seemed enough for him.

Baby sister Anne is not the only one to arouse David's jealousy. He may become jealous or angry when his mother or father pays too much attention to Andy or Elizabeth. "Throw *me* the ball! It's *my* ball!" he may insist, if he thinks his father throws the ball to Andy too often. When Marjory and Jack are talking to each other, David sometimes crawls into his mother's lap for no other reason than to get some of the attention for himself. Such possessive jealousy is common among young children, but with his parents' help, David should learn to overcome it in the next few years.

David's emotional life is changing a little in other ways. His temper tantrums are fewer. As he discovers more effective means of doing what he sets out to do with his toys, his tools, and his hands he is disappointed less often, and his temper is provoked less frequently. He is also learning that a pleasant manner in asking for help, or asking for what he wants, gets better results than a tantrum does.

He is learning now to stop crying when his mother or father asks him to stop. He controls his tears while he helps Marjory wash the dirt from the scratched knee, and soon he has stopped crying, even though the knee still hurts. He is learning to do something more useful than cry when things go wrong.

David is a merry fellow most of the time, and he likes a good joke. He has one or two favorites that he plays on his dad. When they are driving in the car and come to a red light, Jack asks, "Does the light say stop or go, David?" David sometimes replies, with a merry twinkle, "Go!" Jack protests, "No, David, the light is red!" "Red is go!" says David mischievously. Then the light changes to green. "Now, go!" says David, who knew all along that red is stop, and green is go.

David plays another joke about his breakfast. "I'm a little mouse," he announces. "The little mouse is eating David's breakfast all up!" "Oh, little mouse, please leave some food for David!" Marjory begs. "The little mouse has eaten it all up!" the little mouse announces in a few moments, laughing at David's disappointment when there will be no breakfast for him.



However, David sometimes is contrary in earnest. Jack and Marjory have learned by now that they should try not to allow this negative trait to become a serious issue, and they think that David's refusals to do what he is asked are fewer than they were some months ago. They are satisfied that David is growing up emotionally, as well as mentally and physically.

#### GROWING UP SOCIALLY

Except for his occasional moments of negativism, David is learning to obey his parents reasonably well. His father says that he also disobeys reasonably well! Jack explains his meaning this way.

"When I say he disobeys reasonably, I mean that when he doesn't do at once what we ask him to do, it is because, from David's point of view, he has a very good reason for keeping on with his own affairs. If he is a grocery-store man, and is busy selling meat and bread and milk to good customers, why should he leave his grocery store business in the middle just because it's time for his nap? I don't blame him for putting up a good argument now and then!"

Partly because his parents are sympathetic and try to understand his point of view, they secure David's co-operation more successfully than if they ignored it. David knows that they can be firm, too, and he is learning to co-operate with them in their requests.

He is beginning to have a clearer idea of "good" and "naughty". "I was naughty in the store," he tells his dad, after mother and David have returned from a trip to market. "Why were you naughty?" Jack asks. "There was a kitty and I didn't want to not pick the kitty up," David explains candidly.

Aside from the question of goodness and badness, David is faced with another social problem; namely, how to get on with four in the family instead of three. Anne naturally takes a great deal of Marjory's time, and David occasionally resents it, although his parents take pains to give him special attention. David will need a few months to get used to the new situation.

David's capacity for self-reliance is increasing rapidly, as he takes care of himself more capably in eating, dressing, going to the toilet, and managing his play. Marjory is especially thankful that she has encouraged him to help himself, now that she has another baby to care for, but she is careful not to let David feel so neglected that he relapses into his babyish ways in order to get attention.

David's social development is shown very clearly in his play. He and Andy and Elizabeth are much more sociably inclined at three than they were at two years. Their play together is more co-operative, and in their imaginative story-plays their conversation and their activities show a give-and-take that was lacking a few months ago.

If Marjory were to count the instances in which David shows sympathy and generosity towards Elizabeth and Andy, she would probably find more such occurrences during a week now than she would have six months ago. However, and alas, she would also find more instances of aggressiveness and determined self-interest than formerly. David is more socially inclined than at two, when much of his play was independent of what his play companions were doing, but the very increase in social contacts gives more cause for conflict among the three-year-olds. On the whole, the mothers sadly agree, it is very easy for their children to push, snatch, and hit back. Such actions seem to come naturally, while generosity and helpfulness have to be learned.

David's imagination has given birth to the Katz family, who perform marvels in obedience to David's wishes. These imaginary playmates help David to put his toys away, or to eat his spinach, or they may be invited to a picnic, or may help him build a garage. Sometimes they go riding on the fire engines that pass the house, and come back to tell David all about the ride. An imaginary friend named Poopey visits Andy now and then. These imaginary playmates are very real to David and Andy now, but this phase of their play will pass, as it does with the many other children who have imaginary companions.

Now and then, the children join their mothers for afternoon tea. The "tea" is fruit juice for the children. They enjoy the

sociability of passing a plate of cookies to their mothers and to each other, and they like to pass the bowl of sugar lumps. The children also have little parties by themselves, with make-believe dishes, guests, and food. "Please," "thank you," "hello," and "good-bye," are used very nicely on these occasions, and even "I had a good time today," or "Come again some time."

David has also learned to say grace, thanking God for his food. He says grace with grandpa, in a mumble that is a comical imitation of grandad's reverent, low tones. Saying "Thank you," may lead to feeling thankful when David is a little older.

David's social experiences have also been extended in other ways. He has made another trip to the dentist. The X-rays show that he has a small cavity. The dentist explained beforehand what he was going to do, so that David knew what to expect. David didn't like it much, but he took it. Part of the visit was taken up by cleaning David's teeth.

David's periodic visit to the doctor was quite an interesting and happy event, but a few weeks later he suffered an unpleasant lesson in public health. There was an entire week when he was ordered to stay in his own yard without playing with Andy or Elizabeth. In some way hard to understand in such a well-regulated household, David had caught impetigo. He was painted with splotches of purple medicine on his face and his arms and legs. Marjory explained that if he played with the other children, they might get sick too. Unfortunately, he didn't care whether they got sick or not, and one day he escaped his mother's vigilance and spent a lovely hour with Andy and Elizabeth. It wasn't many days until they, too, were splotched with impetigo and purple medicine. When the damage was done, David seemed quite willing to play alone in his own back yard.

"Doctor Lynn says I must stay home," he told his mother virtuously.

"Just as if he hadn't already embarrassed me with the whole neighborhood!" Marjory told the doctor. "But anyway, I must say that I'm glad that you and David are good friends. It makes matters so much easier for me when he is sick."

"That's to your credit as much as mine," Doctor Lynn re-

plied. "You would be surprised how many parents frighten their children by making a threat that they will take them to the doctor. I never pass through the children's clinic at the hospital without hearing some mother say to her child, 'Shut up, or I'll go home and leave you with the doctor,' or something like that. And it isn't only the clinic patients. If parents knew how much harm they do by such threats, I'm sure they would refrain. It makes it much, much harder to help their child."

## *Four Years Old*

DAVID had a birthday party this year. There were four children as guests because David was four years old. He is almost three and a half feet tall, and he weighs thirty-eight pounds.

In no time at all, he will be going to school. Now that he is four years old, he has only one more year to wait before he enters kindergarten, and that year will pass before Marjory and Jack are fully aware that it has begun. During this year, they should take David to the doctor for his periodic health examination, to find out whether their boy has any physical defects which should be corrected before he goes to school. David has already been immunized against diphtheria, whooping cough, and smallpox, and the probability is that he will be ready to enter school next year in first-class condition.

### WHEN HE EATS

David's diet is much the same as it was a year or two ago. He eats more kinds of food, is more willing to taste a new kind, and refuses food less often than he did when he was younger. Occasionally he tires of a food which has been a stand-by for a long time. At present, he doesn't care for oatmeal, but he will probably enjoy it again after a period of using other cereals. He still does without most of the foods which were omitted from his meals a year ago, the rich, very sweet, or hard-to-digest foods.

Marjory is puzzled because David isn't as hearty an eater as might have been expected, judging from the quantities of food he ate when he was one or two years old. He eats not such a great deal more than he did when he was two. The reason is that he needed more food then, in proportion to his size, because he was growing faster than he is now.

David usually eats his mid-day meal at the table with his mother now, but he has supper at an earlier hour than his par-

ents. His skill with fork, spoon, cup, and glass is great enough so that Marjory can enjoy a meal with him quite comfortably. He isn't able to use a knife for cutting, but he can use a small, blunt knife, with some difficulty, to spread soft butter on his bread.

Incidentally, David is learning not to talk with his mouth full. When he was younger, and both eating and talking were harder for him, there wasn't such a great temptation to talk and eat at the same time. But now he does love to talk, and sometimes his conversation interferes with his eating, so that Marjory must remind him to do one at a time, and to go on with his meal.

David is learning other things about good table manners, to pass the bread when his mother asks for it, and to ask pleasantly for what he himself wants. At times he is quite punctilious about saying "Please," and "Thank you," but at other times, his thoughts are deep in some other matter, and the little courtesies are forgotten. If he drops his spoon, fork, or knife, or if Marjory drops hers, David gets a clean one, and carries the one that was dropped to the kitchen sink. He likes to help mother clear the table, and how he does enjoy opening the refrigerator door to put something away! He isn't allowed to open it at other times.

#### SLEEPING AND RESTING

David gets much the same amount of sleep at night that he did a year ago, varying from eleven to twelve hours, usually about eleven and a half hours. He takes a shorter nap, from an hour to an hour and a half, and there are more days when he takes no nap at all. If he doesn't sleep, he takes a rest in the afternoon, but he becomes impatient after about half an hour of lying down, and then he gets up and returns to his play. His total daily sleep amounts to twelve or thirteen hours.

"You'd think he'd appreciate his opportunities and sleep while he can," Jack grumbles, when David goes to bed reluctantly. This happens more often than it did a year ago. The games of the older children in the neighborhood, the sociability of being with his parents, or his interest in looking at a book or

in playing with his new train may give David a reason for wanting to stay up just a little longer. His parents sometimes grant his request, but they will be wise if they allow few exceptions. David usually wakens at the same hour, between seven and half-past, in the morning, whether he goes to bed early or late, and now that he takes shorter and fewer naps, he needs a full night's sleep. He must be in bed by eight o'clock in order to get the amount of sleep he should have.

The fairly early rising hour is a good thing, too, since David will enter kindergarten in another year, and a later getting-up time would mean hurry in dressing, eating breakfast, and starting to school. If he goes to bed late, he comes out short on sleep and rest.

David still likes a bedtime story, and enjoys the short time of quiet visiting with mother or dad before he goes to sleep. Then he is content, as a rule, to go to sleep with his lights out.

#### DRESSING AND UNDRESSING

"It would certainly take less time to do it myself," Marjory sighs. Dressing and undressing take time nowadays, because David is doing much of it himself. It's less a game and more a duty, than it was when he first began to dress himself. His attention is easily diverted now, and he dawdles. Nevertheless, he prefers to do things for himself, even if he is slow.

David can now tell front from back when he puts on his clothes. If buttons and buttonholes are large enough, he can button and unbutton all those he can reach. He likes zippers. Snaps and hooks-and-eyes may be bothersome unless he can see them clearly and reach them easily, but there are few such fastenings on his clothes. Marjory has chosen garments of simple style, with fastenings that are easily managed. David can put on his shoes and stockings, and lace his shoes in pretty fair fashion, but a bowknot is too much for him. He's fairly good about hanging up his wraps on the low hooks where they belong, but he takes after his dad in this respect, and has to be reminded.

"He looks like a porcupine!" Jack declares, after David has

tried to brush and comb his own hair, but although the results are rather peculiar, David is proud of his accomplishment.

#### GOING TO THE TOILET

David no longer needs more than an occasional reminder to go to the toilet, and he usually goes whenever he needs to, without being told. He usually goes when he wakes in the morning, when he comes in from the morning's play, after meals, after his nap, and before going to bed.

He prefers to take care of himself at the toilet, and he can do it quite well. He can manage his clothing, flush the tank, wipe himself with the toilet paper, and wash his hands, although Marjory often must remind him of the hand-washing. Now that his sense of privacy is growing, David prefers to go to the toilet by himself and to have the door closed.

The words "urinate" and "bowel movement" come naturally into David's questions or conversation sometimes, but "I want to go to the toilet," is the phrase he uses when he tells his mother of his needs. Much of the time, he goes to the toilet without telling her. He is accepting his own responsibilities.

Wet pants and bowel accidents are practically things of the past. Sickness, excitement, or unavoidable delay usually explain the rare accidents that do occur.

David asks many questions nowadays, and some of them are about bathrooms, bowel movements, or urination. Where does the water go when he flushes the tanks? What makes a bowel movement? What makes a dog's bowel movement? Why doesn't the dog have a bathroom? There is nothing abnormal or morbid in his questions; they merely express his natural curiosity about everything he sees and experiences. Marjory answers his questions simply, and his interest moves on to something else.

#### KEEPING CLEAN

David has decided that it's less annoying to wash his own face than to have mother wash it, and although he does a



sketchy job, he does wash his face. Marjory adds the finishing touches around the edges. David also washes his own hands and dries both hands and face. He picks out his own towel and wash-cloth to use. Reminders continue to be in order about washing hands before eating and after going to the toilet. He washes himself all over when he takes his bath, except for his back and behind the ears, and although he does it under his mother's supervision, he proudly announces that he takes his bath all by himself.

Increased skill with the toothbrush enables David to brush his teeth more effectively than he did a year ago, but grown-up help is still necessary for thorough cleansing. Marjory continues to use the dental floss between David's teeth each night.

"Hurry up! Catch it!" Marjory says, and if the sneeze doesn't come too fast, David now catches it with his handkerchief. He thinks it's rather fun to cover his coughs and sneezes. He also uses his handkerchief to wipe his nose by himself. He is not a nervous child, and does not pick at his nose or finger his lips or face very often, but Marjory often has to remind him to keep his hands away from his eyes, his nose, or his mouth.

Curiosity may have killed the cat, but it's very useful to David. When he asks his mother, "What do I cover up a sneeze for?" she explains simply: "When you sneeze, you may be catching cold. The sneeze may have in it some tiny, little germs. You can't see them, but they might make mother catch cold too, if you didn't cover them up with your handkerchief." Whenever David asks questions, or seems interested in the reasons for washing hands, or other cleanliness habits, Marjory tries to answer him in a simple way which emphasizes the helpfulness of the cleanliness habit, without making David fearful of germs or sickness.

Although David will make himself clean at stated times, he has very little interest in staying clean. The demands of his play come first, and if his clothing and his face and hands get dirty, he doesn't care. Marjory knows this, and dresses him in clothing that will stand hard wear and washing.

There is one cleanliness habit which David likes and insists

upon. When he comes in from his play, thirsty, to get a drink of water, he uses his own special cup, and he allows no one else to use it. Perhaps this trait is due more to possessiveness than to cleanliness. If a playmate comes with him to get a drink, David asks for another cup or glass, or gets it himself for his friend. Marjory usually keeps some clean paper cups for the purpose, where David can reach them.

#### PLAY AND EXERCISE

"I can stand on one foot easy as pie," says David, as he exhibits this new trick for several seconds; eight seconds the last time Jack counted. David can run on his toes for a few steps and can hop five or six steps on one foot, and ten or more steps on both feet.

When younger, David was a rather chubby little fellow, but during the past year he has been taking on longer and thinner proportions. To his parents' dismay he now shows a little tendency to round shoulders, as Doctor Lynn has pointed out. The defect isn't serious, but it requires attention, and the doctor has made several suggestions. He says that a good standing posture is one in which David stands as tall as possible, but without strain. The weights of his head, chest, and pelvis will be well balanced if he stands so that a plumb line could be dropped from the crown of his head, passing through the center of his ears, shoulders, waist line, pelvis, knees, and ankle bones. It is impossible to draw a straight line through these points when shoulders droop and the abdomen protrudes.

At the doctor's suggestion, Jack has built a combination ladder, turning bar, and swing in the back yard, so that David does not have to depend on occasional visits to the playground to have the exercise of climbing, swinging, or turning and hanging on bars. These exercises help to strengthen the muscles of the shoulders, neck, and upper trunk, and will help David to hold his chest high and his chin in. Jack has also arranged an inclined board on which David walks up and down, either on his two feet or on hands and knees. A narrower board, sup-

ported about six inches above the ground, serves as a balance board, and David likes to walk on it. Balancing stunts such as these will help him to hold himself well.

Telling David to hold his shoulders back, or to stand up straight is worse than useless, because he doesn't understand how to carry out the suggestions, and hunches himself into a very queer, strained position. The problem must be solved by more fundamental methods.

In addition to giving David the new play apparatus, Jack and Marjory are helping him by teaching him some posture games. He imitates a crab by lying flat on his back on the floor. Then he raises himself up on hands and feet, his abdomen up and his back toward the floor, and then tries to walk sidewise, just like a crab. In fact, David can do this more easily than his mother, and it will help to keep his shoulders flat, so that the shoulder blades don't stick out in back. In another game, he pretends to be a bicycle man. Lying on the floor, with his hands over his head and his chin drawn in, he moves his feet as if pedaling a bicycle. Or if he pretends to be a rubber man, he lies on the floor with his arms raised above his head as they rest on the floor. With his chin in, and his back flat against the floor, he tries to stretch himself out like a rubber man, to be as long as possible. These games teach him how it feels to pull in his abdomen and flatten his back.<sup>1</sup>

David's posture will benefit by other games or stunts in which he lies on his back and kicks his heels in the air, or squats on his heels, or picks things up from the floor while he keeps his knees stiff, or in which he walks on a line, or walks on all fours, or walks up an inclined plane.

David now walks with a steady gait and swinging steps, placing his feet heel-and-toe fashion, as grown people do. He runs easily, and changes speed more quickly, stops short, and turns sharp corners more readily than he did a year ago.

<sup>1</sup> For fuller description of factors affecting good posture in children and games that help to develop habits of good posture, see *Good Posture in the Little Child*, Publication 219 of the Children's Bureau, for sale by the Supt. of Documents, Washington, D. C., at five cents.

When David comes down a long flight of stairs, he uses alternate feet if he can support himself by the railing or the wall, or someone's hand. He "marks time" when he comes down without support, if the flight is long. This is one instance in which the downward way has been harder than the uphill struggle, for David mastered each advance in the technique of climbing upstairs several months sooner than the corresponding skill coming down. His friends, Andy and Elizabeth, and most other children learn the same way.

"Say, what do you know! The kid made a running broad jump of thirty-one inches!" Jack boasted to his companions on the way to work. "And he's just a mere infant, you know—four years old." Since the other fathers of four-year-olds had failed to measure the running broad jumps of their offspring, they murmured a chorus of "Isn't that great!" and soon changed the subject. As a matter of fact, David's accomplishment is not unusual for four-year-olds,<sup>2</sup> although Elizabeth's record is only twenty-six inches. David can make a standing broad jump, too. When he was only three, he couldn't make either broad jump, but could only jump up and down. Now he can jump down, alone, from a height of two and a half feet, although not so long ago he needed help to make such a daring jump. He enjoys such stunts as whirling, swinging, and somersaulting, and likes to get slightly dizzy.

When David plays with a ball about three inches in diameter, he can throw it ten to fifteen feet. His larger soft ball, about five and a half inches in diameter, is harder for him to manage, and he can throw it only seven or eight feet. His stance is improved, although he places neither foot in advance. He throws the ball straight ahead, but has poor control of its height, for he can't time its release properly as yet. David's throwing motion is horizontal, from above or to the right of his shoulder, but Eliz-

<sup>2</sup> See Gesell, Arnold and others: *The First Five Years of Life*, Chapter VI for a description of motor development of preschool children.

See Jersild, A. T.: "Education in Motor Activities," Chapter II in the *Thirty-Eighth Yearbook of the National Society for the Study of Education*, Part I, Public School Publishing Company, Bloomington, Illinois, 1939, for compilation of several studies of children's motor abilities.

abeth, in true girl-fashion, throws the ball from above the shoulder, sweeping downward.

David can catch his large ball now, in one out of two or three trials, when it is thrown to him from a distance of about five or six feet. He no longer holds his arms straight and stiff in front of him, but bends them at the elbows.

His increasing skill in using his hands makes David's play more interesting for him. He builds a house or a garage, or an airport, with his blocks, and when he models a clay dog, it may actually look a little like an animal. He likes to play with real tools, and when Jack has to fix the lock on the kitchen door, or mend the screens, he asks David to "help" him. While David holds the tools, dad explains how to fix the lock. Perhaps he shows David how to screw the screws into the wood, and lets David try to do some of it himself. Through these experiences, he is growing more self-reliant and capable in the use of his hands.

In his active play, David now uses balls, bean-bags, push-and-pull toys, blocks of assorted sizes, including large, hollow blocks, wheel toys, including dump-trucks, wheelbarrows, wagons, and his tricycle, a work-bench with hammer, nails, some soft wood, and a few other simple but real tools. His cars, boats, and airplanes are still absorbing, but he makes increasing use of his swing, some large, wooden packing-boxes from which Jack has smoothed the splinters, and his garden tools and shovel as well as the new apparatus Jack has built. When he goes to the children's playground, he likes the slides, ladders, the jungle-gym, and the big sand-pile. Best of all, perhaps, is the old apple tree at grandpa's farm which has one big, low limb that he can climb on and use for a turning bar.

Make-believe enlivens most of the hours of David's play. He ingeniously uses any materials that are at hand. A flowerpot upside down may be his telephone. But he also likes children's playhouse materials, and Elizabeth's doll furniture, as well as her dolls. The toy stoves, washing machines, small tables, dishes, chairs, beds, and bathroom equipment interest him. He likes toy animals, barns, and farmyard toys, small toy villages or towns,

or garages for his automobiles. He likes to dress up in costumes, and a few feathers stuck in a headband make him a ferocious Indian.

There is a noticeable increase in the amount of co-operation when David, Andy, and Elizabeth play together. They have discovered the principle of the division of labor. David is the train engineer, while Elizabeth and her dolls are the passengers, and Andy calls "All aboard!" Sometimes the mothers think that their children are playing together with less quarrelling than they did a year ago, or that there are fewer outbursts of crying, but at other times, the improvement seems to have been imaginary!

David has two libraries now, one of books, and one of phonograph records. The pictures and stories in his books and the music of records and radio take some of his attention nearly every day. He also enjoys the songs which he and his mother sing while she plays the piano.

He isn't dependable yet about finding a good light when he looks at his books, and Marjory has to take most of that responsibility. She is trying to show him how to sit with his back or his shoulder to the light, without letting his shadow get in his way on the page of the book.

#### ADVENTURING SAFELY

"My name is David Marshall and I live on Taylor Avenue," David will tell anyone who asks. Furthermore, he pronounces the words clearly enough to be understood. A few times lately, he has taken a longer walk by himself than Marjory likes to think about, but she is somewhat relieved to know that when he wanders, he can tell the inquiring policeman who he is and where he lives.

David's earlier safety habits are being put to another strain. Now that he can throw his ball more skilfully and is more interested in playing ball, he must learn that he must not run out into the street after the ball. If he stops, looks both ways, and sees that no car is coming, then he may go after his ball.

If he lived on a busier street, there would be a different rule for him. Perhaps mother, dad and David would decide that the best place to play ball is in the back yard.

David is also learning that the rule that he must not ride his tricycle in the street must be obeyed. This is a hard rule to follow, for the street makes better riding than the brick walk, but the consequences of disobedience are prompt removal of his loved tricycle.

Throwing a ball in play is good fun, but throwing stones, gravel, sticks, or dirt, or poking sticks or pointed objects at other children, may hurt them, and David knows it. Yet he forgets sometimes, in excitement or in anger. It doesn't happen often, because he has learned that Marjory stops his play at once when he does these things.

When Marjory and David go for a walk together, David looks both ways at the corners, or looks at the traffic signal to see when to cross the street. Then he tells mother when to go. He takes a short walk by himself, across one street and into the next block to see a new house that is being built. Just now, the steam shovel is at work, and it is an irresistible magnet. He will be taking more walks by himself from now on, and Marjory is glad that he knows how to cross the streets as well as a four-year-old can.

Matches, bonfires, and the fire in the fireplace are fascinating. He is not allowed to play with matches, but Marjory lets him help her cook the meals by lighting the gas jets on the cooking stove, which light from a pilot. After a week of being called in from his play to light the stove before each meal, David lost interest in the gas stove. Although bonfires delight him, he is enough afraid of them so that he keeps at a safe distance.

Jack is trying to teach him that when he uses his tools, or helps his father by carrying tools, he should hold them with the sharp edges, or the points, away from him, and should walk, not run, when carrying them.

Even with his mother's reminders to keep him from forgetting, David isn't very good yet about picking up his toys. He is quite capable of putting them on their shelves neatly, but he doesn't

like to do it. Quite frankly, the fault is as much Marjory's as his, because she says that it's easier to do it herself than to insist that David should do the job. David should learn to put things away, for the benefit of the rest of the family, who might stumble and fall over the toys in the dark.

"I want some firecrackers!" David declared, when he saw the older boys in the neighborhood shooting them off a few days before the Fourth. Dad was for it, Marjory against it. Marjory won, in a way. David had no firecrackers, but Jack did. He set them off while David watched. It was fine and exciting until dad burned his fingers. Then he decided that next year he would set a safer example to his son, and that they would be content to watch the public display in the park. The bang wasn't worth the burn.

#### LEARNING ABOUT THE WORLD AND DEVELOPING MENTALLY

David's vocabulary has increased to about 1500 words, and he uses a great number of them with good sense and understanding. His pronunciation is clearer, although it is still childish. His ideas have increased in even greater number than his words, and he expresses them in a variety of complex sentences, with a good sense of grammar, because he hears his parents and his grandparents speak grammatically.

He can count to four, and sometimes up to six, by rote, but if he is counting and pointing to objects, such as his blocks, or his cars, he becomes confused after he has counted three.

He asks questions endlessly, many of them because he really wants to know the answers, and not just to make conversation. When she can take time to do so, Marjory helps him to find answers for himself, in as many ways as possible, so that he will have a clearer understanding of his world than he can gain from her own words of explanation. When he asks how carrots grow, he finds out by planting some carrot seeds in the garden, or in a window box. He knows what the inside of the piano looks like, and he likes to watch the hammers strike the strings to make music. He has taken his mechanical monkey apart to



find out what makes it go when he winds it. The monkey couldn't be put together again, but the mystery of winding toys to make them go is a little less a mystery now although still a subject for investigation.

All this takes time and patience, but David's keen interest in learning how to do things and to understand things, is so important to his mental health that his parents should do all they can to nourish this quality. If they discouraged David's curiosity and his investigations, he might become bored and difficult. Furthermore, the feeling that he knows how to operate his toys, tools, and the equipment of his home helps to give him self-confidence.

In the course of his questioning, David has learned to know the names of many parts of his body—eyes, ears, nose, hair, mouth, teeth, and tongue. He knows where his tonsils are, because the doctor has looked at them. He also knows arms, legs, hands, feet, fingers, thumb, toes, big toe, little toe, knees, hips, waist, breast, and ribs. He heard his mother use the names of the womb, or uterus, when she told him where babies grow, and vagina, the opening where the baby comes out. He watched Anne suck at her mother's breast and learned the word nipple. In taking his bath, he has learned that he must keep his genitals clean, and that one part of his genitals is called the penis. His attitude towards the latter information is the same as towards the names for knee, hand, or big toe. In the intimacies of family dressing, bathing, and toileting, he has learned enough about what bodies look like so that he will not suffer later from a curiosity that is both stimulated and repressed by unreasonable or mysterious adult secrecy.

David has acquired many other facts that are building up his background of health information, but they are not separated in his mind as health information; they are just part of what he knows about the world. Elizabeth's mother is going to have a baby, and David is more interested now to know how babies come than he was before his own sister Anne arrived a year ago. He is just as curious to know the names of the fruits, vegetables, and packaged foods he sees in the grocery store. "What's this,

mother? Is it a funny potato?" he asks, pointing to turnip. He wants to know what the rubbish containers in the park are for. When he goes to the farm, he is interested in the cow's bowel movement, and the horse's urination. He wants to know what the garbage truck does, and how the water gets into the faucets, and where the milkman gets the milk. He is learning that books help him to answer these questions, for his library contains picture books and story books that tell him about these every-day things.

#### EXPRESSING AND CONTROLLING EMOTIONS

David is contented and happy most of the time. He has a great deal of zest and enthusiasm for whatever he is doing, and he enjoys his play.

Now that baby sister Anne is a year old, David has learned to adjust himself effectively to being one of four, instead of three, in the family. For a time, when Anne first arrived, he was a little jealous. However, he soon became interested in helping Marjory to show the baby to the company, or in helping to fix the baby's bath. He likes to help squeeze the orange juice, and to do other grown-up things which make him feel very superior and competent. He now feels that the baby is his, and he takes pride in showing her off. He and she both belong in the family now. His sense of belonging helps him to be a well-balanced boy emotionally.

"I scarcely dare whisper it, but I think it's really true," Marjory said to Jack. "David has had scarcely any temper tantrums lately." It really is true. David has definitely fewer tantrums than he did when he was two or three. He loses his temper less often, partly because he has learned how to manage his hands, feet, and body more skilfully than he did, so that he succeeds more often in what he is doing. He has also learned that he gets what he wants more quickly by asking pleasantly than by getting angry. He cries much less than he did a year ago. When he whines, he is ignored, and this treatment doesn't encourage whining. If Marjory counted his emotional outbursts, she would

find only about one-fourth as many now as when he was two or three. This tendency is like that shown by other children who have been observed at this age.<sup>3</sup>

David has also outgrown much of his tendency to refuse to do what he was asked, or to want to do the contrary thing. He has found other more satisfactory ways of asserting himself now that he is older.

He freely expresses the satisfaction and pride he feels in something that he has made, or done. "I made a good garage, didn't I?" "I jumped a very big jump, didn't I?" "Watch me hammer that nail." Modesty may be becoming to older people, but David still has the privilege of telling his friends how good he is. The feeling of something accomplished is so important to his development that Marjory and Jack postpone the development of modesty. However, they are candid with him; if he boasts of an inferior jump when he can jump farther, they remind him that he can do better.

He laughs now at a great many things because they seem funny to him. He has always been a merry child, but more of his laughter came from natural exuberance than from a sense of what was funny, ridiculous, or unusual. Jack and Marjory have helped him to learn to see the joke, even when it is on him, and his growing sense of humor will be a fine asset.

It is hard to measure the depths of David's four-year-old love for mother and daddy. He loves them truly, although Uncle Bill cynically declares that he loves them because they feed him when he is hungry, give him auto trucks and tricycles, and put him to bed when he is tired. But he loves them, too, because they are *his* mother and *his* dad, and he would be lost in the world without them. Grandpa and grandma hold a very special place in his affections, and although Anne tries his patience, he would feel very bad indeed if she were lost. There is this to be said for David's affections—they are genuine, their roots grow deep, and the more mature kinds of love for family and friends will grow out of them as he becomes older.

<sup>3</sup> Blatz, Wm. E., Millichamp, D., and Fletcher, M.: *Nursery Education*, New York, William Morrow and Co., 1936, p. 286.

Although he is more conscious of his love for his parents than he was when he was a couple of years younger, he is also becoming more independent of them. Sometimes he prefers to continue his play with Andy or Elizabeth, for example, instead of going with his mother to the store. This emerging independence is a healthy sign of emotional development, and his parents welcome it.

David is justly considered an emotionally stable child, on the whole, but his emotions are not entirely predictable. For the first time in his life, he has had spells of waking up at night, afraid, and calling out to his mother.

"Something might get me," he whimpers. "I want the light on." With the little night light burning, he feels secure and goes back to sleep. These spells may occur for two or three nights in succession, and then not again for several weeks. In vain, Marjory has tried to dispel his fear of the dark by telling him stories about the stars and the moon, and showing him the Bear and the Dipper. He is interested, but it has no effect on his terror when he wakes in the dark.

"You'll have to find some more powerfully pleasant association with the dark, perhaps, although that may not be the real trouble at all," Doctor Lynn suggested. "And be particularly careful not to let him get overtired and excited in his play when he has these spells."

After several months, David himself provided the opportunity needed. He became enamoured of flashlights, and Jack complained that he wore out all the batteries playing with them. Then Marjory had an idea. She bought David a flashlight all his very own, the special kind made like a pencil, which he especially admired. He could play with it and keep it under his pillow at night. He could turn it on after dark if he wanted to see what was in the room.

The next time a bad dream woke David at night, he called out to his mother as usual, but she reminded him to turn on his flashlight. He did so, played with it awhile, and went back to sleep. The next night, when he woke again, he used the flashlight without calling out, satisfied himself that the room was

empty of dangerous "things," played awhile, and slept. After a few such experiences, waking at night lost its terror for him.

Marjory was fortunate this time in discovering a cure for David's fears. Since he was never able to tell clearly what he was afraid of, she had no way of clearing up his fear by reasonable explanations. A child's fears can sometimes be dispelled by such explanations, or in other cases by forming pleasant new associations, but in any event, parents should minimize the difficulty, and not exaggerate it in the child's mind by excessive concern or anxiety.

In other ways, David has shown himself to be brave enough. He had to have two stitches taken in a cut not long ago, and Doctor Lynn says that David allowed him to use the needle without crying. Jack and Marjory are proud of him, and David is rather proud of himself, too, when he tells grandpa and grandma about what the doctor did to him.

#### GROWING UP SOCIALLY

David has made some progress in self-discipline since he was three. When Marjory reminds him that his tricycle will be taken from him for the rest of the day if he rides it in the street, he more often than not decides to ride it on the sidewalk. This is his own choice. He has experimented by riding it in the street, and has found out that the tricycle is actually taken from him. He has suffered the consequences of breaking the rule. Now he chooses to obey the rule. In many other instances also he chooses to obey the rules of his home. He may argue fluently about it, but he is more likely to argue than to disobey, and more likely to obey than not.

He is not told to obey "because he loves mother." Marjory and Jack make as few rules as possible, and they explain to David the reasons for the rules. They also tell David what will happen if he breaks the rule. If he chooses to break it, he suffers the consequences. Of course, David loves his mother and likes to please her, but he will be better able to discipline himself if he understands the reasons for obeying the rules, than if

obedience is based solely on the plea that he should be good because he loves mother or daddy.

In his play also, as well as in his discipline, David shows social progress. He and Andy and Elizabeth have learned how to play together more co-operatively than they did a year ago. They decide more questions by talking, and fewer by pushing, pulling, and shoving, than formerly. Quarrels and crying are on the decrease.

The gentle quality of mercy is beginning to appear. Sometimes David helps Elizabeth to get up, if she has fallen, or he may say, "Too bad!" when Andy skins his knee. If one of the children comes to play with a large patch of red disinfectant on a scratch or cut, David sympathetically wants to know whether it hurts very much. He was distressed when the collie dog, Sport, hurt his paw and limped around on three legs. Unfortunately, these expressions of sympathy don't prevent David from hurting Sport, or Andy, or Elizabeth a few minutes later, if he is provoked, but they do show a growing social sense which will help him to understand and get on with other people if it is cultivated.

David now performs some real duties at home. He helps mother sometimes by hanging up his clothes, doing little errands and pushing Anne's carriage now and then when he and Marjory take her for a walk.

Although he likes Anne quite well, he is only transiently interested in other babies. Elizabeth's cousin, Jean, aged one year and three months, visited Elizabeth recently, and her mother invited David to come to see Jean. Jean was in her play-pen, in the back yard. David came, stood watching a moment, and then left.

"Don't you want to see the baby play with her toys?" her mother asked, hoping that David would stay and amuse Jean, who likes company.

"I've already seen her," David replied briefly, and departed. He'd had enough. No senior in the stag line could have dismissed an uninteresting girl more completely!

## *Five Years Old*

DAVID's world has suddenly grown much larger, for he has entered kindergarten. New friends of his own age, strange teachers, other grown people in authority, a strange building and a new playground, and interesting new activities set the stage in this larger world. Some boys and girls find so many new experiences overwhelming, but David had already become self-reliant enough to enjoy this adventure. He spends his mornings at school from nine until half-past eleven. He is as big as some of the boys who are six months older than he—forty-three inches tall, and forty-one pounds in weight.

"It seems like such a short time since he was a baby, I can scarcely believe that he's ready for kindergarten. And next year it will be first grade," sighed Marjory, as she talked with Miss Whitman, David's kindergarten teacher.

"David seems quite happy in kindergarten, and from what I've seen of him, I'm sure he'll be ready for the first grade next year," Miss Whitman replied. "Not every child of six is ready for the first grade, but David gets along well in playing with other children of his own age and holds his own with them. He likes the games that five- and six-year-old children play, and he is well enough developed physically, for his age, so that he can do what the other children do in running, jumping, using our play equipment, and in drawing, modeling, and so on. He doesn't need an undue amount of help in looking after himself, and his mental development has reached the stage where he can give attention for the necessary length of time to our school activities. He'll get along all right, I'm sure."

Marjory is sure of it, too. She sighs to think how quickly time changes babies into schoolboys and schoolgirls, but she wouldn't have it otherwise. In fact, she has done all that she could do to get David ready to enter school. She and David have made visits to the doctor and to the dentist, to be sure that teeth, eyes, ears,

and nose and throat are all right, and that David is in sound health. Perhaps even more important, at least for his mental health, is the gradual training in increasing self-reliance through which Marjory and Jack have weaned their son from babyhood into boyhood. Baby sister Anne, aged two, is already receiving the same kind of training.

#### EATING AND GROWING

A descriptive summary of the food that David eats is so much a repetition of his diet for the past two or three years that it becomes monotonous in the telling, although David has never found it so in the eating. His food still should include daily, as a rule, from a pint to a quart of milk; an egg; several vegetables, one of which is a yellow or a green vegetable, and one usually a potato; at least two servings of fruit, one of which is a citrus fruit, or tomato juice or some other source of vitamin C; whole-grain cereals and bread, or the enriched white bread to which vitamins and minerals have been restored; butter with the bread; some meat, fish, fowl, cheese or other protein food; and simple desserts, such as fruits, custards, gelatin, milk puddings, or ice cream now and then. He still needs some fish-liver oil to increase his supply of vitamin D.

Such a variety of foods provides all the essential food elements, the vitamins, minerals, proteins, carbohydrates, and fats. If David took a notion to eat only bread and meat, or to crowd out vegetables with cake, candy, or pie, for example, his diet would lack necessary vitamins and minerals. If he tried to subsist on vegetables and fruits alone, he would miss the proteins and fats. Each class of food makes its necessary contribution to the balanced diet.

Going to kindergarten has made little change in David's meals or his eating habits. He is up in time to eat a good breakfast before he leaves for school, and he comes home in time for the noon meal as usual. Next year, when he is in the first grade, he will go to school in the afternoon, too, and he will have to remember to come home from the morning session of school



promptly, so that he will have time to eat his lunch without hurrying.

"The teacher weighed me, and she measured with a stick how tall I am," David announced one day on his return from school. "I'm one of the big boys. Tom is bigger than I am. But I'm one of the big boys. The teacher said so." The teacher had also said that if he ate everything his mother gave him, he would be a still bigger boy. The result was an unusually clean plate that noon.

"Look at my plate, mother. *Mother!* Look at my plate! See how empty it is? I ate everything, didn't I?" The clean plate is not very unusual however. David's eating habits have been well enough directed in earlier years so that he eats a wide variety of foods, and when he is ordinarily hungry he eats almost everything that is served to him. He still prefers to try new foods in small servings, but is fairly open-minded about them.

Table manners are much easier now that David is five, but they are by no means polished. He is learning to use his knife for cutting things, but if the meat is tough, he needs help. It's still a temptation to talk with his mouth full, but when he is reminded he will chew his food thoroughly and then say what he had to say, when his mouth is empty.

"I must say, though, that the youngster sets me a good example in eating slowly," Jack says. "I admit that I eat at lunch-counter speed." Whenever Jack comes home early enough, David eats the evening meal with his mother and father, but Baby Anne has already had her supper and gone to bed.

#### SLEEPING AND RESTING

Now that David goes to school in the morning, his habit of rising at about seven o'clock is most convenient, as it gives him plenty of time to dress himself, eat a good breakfast, and take care of his toilet needs.

"With all the running and racing around he does and going to school too, you'd think he'd be ready for a nap after his noon meal, wouldn't you? But not he!" Marjory says to Jack. "I can't

think of anything nicer than a short nap after lunch, myself, but how often do I get it? David could have one every day, but he does well now if he takes a nap twice a week."

The majority of five-year-old children, perhaps two-thirds of them, take no daytime nap,<sup>1</sup> but as Marjory has said, David takes a nap once or twice a week, and his mother insists on a short rest after lunch, whether he sleeps or not. When he does take a nap, he sleeps about an hour. By the time he is six he will have dropped his nap entirely, and on school days he will have time for only a few minutes of quiet after his meal before he goes back to school. Marjory finds that David continues to need from eleven to twelve, usually about eleven and a half hours of sleep at night, as a rule. He will continue to need this much night sleep for several years.

David enjoys another quiet half-hour or more before his evening meal, when he looks at his books or plays by himself or with Anne, in the house, with his blackboard and chalk, or his clay. Perhaps he listens to the radio for a while. This quiet time helps to keep him from getting too tired, and makes it easier for him to go to sleep than if he were playing active, exciting games the whole time. The playtime after supper is usually quiet, too, and David still considers it his special treat to have mother or dad read a short story to him before he goes to sleep.

He goes upstairs to bed by himself now and undresses himself, but Marjory inspects the results of his bath and gives the finishing touches before she tucks him into bed. She takes time for a little visit with him before she leaves him for the night. He is usually asleep within fifteen to twenty minutes after he gets into bed.

#### DRESSING AND UNDRESSING

David dawdles less and can dress and undress himself completely, now that he is five. In that respect, he's more capable than many of his boy friends of that age. Nearly half of them

<sup>1</sup> See White House Conference on Child Health and Protection, *The Young Child in the Home*, p. 144, for data on children's naps.

still need some help.<sup>2</sup> The five-year-old girls in his kindergarten, including Elizabeth, are more clever at dressing and undressing than the boys, as only one-fourth of the girls need help. As a matter of fact, David can't tie his shoelaces very well yet, although he can lace his shoes. He can brush and comb his hair fairly well, although the part wanders here and there. Marjory inspects the results when he has dressed.

"I don't want to wear a coat today," David declares, on a sunny spring morning that looks deceptively warm. His mother consults the thermometer that hangs outside the window, and when she tells him that the thermometer reading is only 50 degrees, and that it's too cold to go without a coat, he is convinced, for the authority of the thermometer makes his mother's decision seem reasonable. David naturally takes some limited responsibility now for wearing wraps that are suitable for the weather, and he looks for his cold weather wraps in winter weather, and for his rubbers or raincoat when it rains, but Marjory supervises his choice.

#### GOING TO THE TOILET

Like any grown person, David now goes to the toilet by himself, without bothering to mention the necessity to his mother. He takes complete charge of himself and can use the toilet paper without difficulty. Accidents are a thing of the past.

At kindergarten, the boys and girls use separate toilets, and David is now more conscious of the need for privacy. Both at home and at school, he shows that he is learning to accept the prevailing social standards of propriety in respect to toilet behavior.

He goes regularly to the toilet after breakfast, before he goes to school, and at that time he usually has a bowel movement. If he does not, he knows that he should leave the kindergarten room promptly to go to the toilet at school, without putting it off, when he feels the need. His teacher understands the necessity.

<sup>2</sup> See White House Conference on Child Health and Protection, *The Young Child in the Home*, p. 193, for data on children's dressing habits.

ties of small children, and they are allowed to go to the toilet whenever they need to do so.

#### KEEPING CLEAN

"You don't suppose there's a girl in his life so soon?" Jack inquired, as he watched David scrub his face with unusual care.

"Not a girl—she's a woman," Marjory replied. "It's his teacher. She has hung a mirror in the classroom, to encourage the boys and girls to come to school clean and neat. David likes the teacher, and he likes to have her mention his name when she speaks of the boys and girls who look very nice this morning. That is the explanation."

"I don't want him to be a sissy," Jack grumbled.

"You wouldn't worry about it if you washed his clothes," Marjory assured him. "This is only spasmodic, anyway."

David's interest in keeping clean isn't very sustained, it is true, but he is old enough so that, with the encouragement of his teacher and with Marjory's reminders, he makes more advanced efforts to wash his face and hands thoroughly before he goes to school and to brush his hair neatly. He even tries, now and then, to scrub his nails with soap, water, and the nail-brush, but trimming and filing them is too hard for him, although he attempts now and then to use the file. It is Marjory who sees that David has clean, neat clothes to wear to school, and that he changes stockings, underwear, and blouses as often as necessary for him to be clean.

The task of washing hands before meals seems somewhat more reasonable to him since he has found out that the children at school must wash their hands before they have crackers and milk. Marjory finds, however, that it is still her memory, not his, that must be depended upon if he is to wash his hands after using the toilet and before coming to meals. He takes his all-over bath practically by himself, usually daily, although he occasionally skips a day.

Now that he goes to school, his earlier habit of using his own towel is more important than it was when he was chiefly sur-

rounded by members of his own family. His school fortunately provides individual paper towels in its washrooms.

His skill in brushing his teeth is improving, but the task of keeping his teeth clean still requires as much or more parental supervision than other phases of his toilet.

Because the boys and girls at kindergarten are expected to have clean handkerchiefs and to use them to cover coughs and sneezes, as well as for blowing noses, David remembers to do these things at home more often than he did when he was four. Marjory doesn't nag him about it, or about other cleanliness habits, for she knows that his play seems much more important to him than keeping clean. She helps him remember to wash his hands, brush his teeth, use his handkerchief, and use a separate drinking cup, for these habits help to prevent the spread of colds and other diseases, but she doesn't want to be so finicky that keeping clean will interfere with David's play or make him nervous about germs.

David and his friends at school have learned how to take a drink from the drinking fountain without touching their lips to it, and when they have orange juice or milk as they do now and then at school, each one uses his own clean paper cup. David is used to this idea at home.

#### GETTING WELL

When grandpa asks him whether he likes kindergarten, David replies, "I sure do!" He hates to stay home for a day, but he is discovering that staying home is the rule when he has a cold.

When he's very sick, there is no trouble about keeping him in bed; but when he begins to get well, he wants to get up and around. Then it is hard for him to be reconciled to the doctor's positive orders that he must stay in bed still another day or perhaps even more. The doctor explains to Marjory that a long enough stay in bed provides the rest that David needs to recover completely and avoid the danger of a relapse.

Marjory did not realize how serious the doctor was about this order until David was recovering from a streptococcic sore

throat. One day when he began to improve, she yielded to his teasing and allowed him to get up in his dressing gown to sit on the couch and look at pictures. This much liberty led to more, and when the doctor came, David was playing with his train on the floor. Doctor Lynn explained vigorously that staying in bed meant actually in bed, not running around. David must learn to accept this lesson in discipline, and his mother must learn to carry through the doctor's orders even if David protests that he feels just fine.

David is learning, too, that he must take the medicine that Doctor Lynn gives him, even if he doesn't like it. David has already discovered that there are certain things which he must do, whether they are pleasant or not, and staying in bed, taking medicine, and obeying his parents' instructions to follow the doctor's orders come under this head.

There are some things about being sick that are nice, if he doesn't feel too bad. Mother reads to him a great deal, and he gets special attention. Sometimes it's fun to have his meals from a tray while he is in bed. But as soon as he is nearly well, he gets less attention. Then he decides that, after all, it is more fun to be well and doing things himself than to be sick in bed and be waited on.

#### PLAY AND EXERCISE

"Left foot forward!" Jack reminds David as they play ball together. David is now naturally inclined to take a stance with his left foot in advance and his weight on his right foot, since he is right-handed, but occasionally he slips back into his four-year-old way of standing with neither foot advanced.<sup>3</sup> He throws the ball with a horizontal motion, at about shoulder level, releases it when his arm is fully extended, and at the same time shifts his weight to his left foot. He has a new indoor baseball, which he can throw about twenty to twenty-five feet.

David's favorite ball, however, is his big, round soccer ball,

<sup>3</sup> For a description of the preschool child's development in ball throwing, see Gesell, Arnold and others: *The First Five Years of Life*, pp. 86ff.

which is about eight and a half inches in diameter. It is a recent present from granddad. Grandpa is showing him how to toss and catch it correctly, and he has as much fun as David.

"When you play with your big soccer ball, you can toss it underhand, this way," Grandpa says. "Stand with your feet apart. Now put your left foot a little bit forward. Yes, that's the left foot. Hold your ball in both hands, with your arms out straight in front of your body. Now toss it this way." Grandpa demonstrates, by bending his knees slightly, bringing the ball down between them, and as he straightens his knees, carrying the ball upward and releasing it at waist height. David tries it, and after several attempts, makes a pretty fair toss of seven or eight feet.<sup>4</sup>

Ball games of various sorts fill a big part of David's playtime already and, as he grows older, he and his friends will give still greater preference to ball games. As he runs, jumps, dodges, and throws the ball in these games, his body is strengthened and his skill and flexibility are increased. With greater skill in handling the ball, he gets more enjoyment and greater benefit out of the game. The time spent by Jack and Grandpa in teaching David how to handle his ball is not lost by any means.

"Now let's see if you can throw it so Andy can catch it," Grandpa suggests. "Try to aim at Andy's waist. Then he can catch it more easily."

Out of a good many tries, David manages to throw it once or twice so that Andy can catch it. In another year or so, by the time David is six going on seven, he will be able to toss the soccer ball ten feet, with good enough aim so that Andy can catch it easily.

In another lesson, grandpa teaches David how to toss his soccer ball vertically into the air. "If you want to toss it straight up, you hold your ball the same way. Now remember; look at the ball before you throw it, then look up into the air as you throw it. No, don't look at me! Look up into the air!" David

<sup>4</sup> Adapted from LaSalle, Dorothy: *Physical Education for the Classroom Teacher*. Copyright 1937 by A. S. Barnes and Company. See Chapter VI, for the teaching of throwing skills to young children.

manages to throw the ball up fairly high, but it curves backwards over his head. "Let go of the ball at your waist; then you won't throw it behind you," Grandpa says, and David tries again. His underhand toss and his vertical toss will improve enough in the course of a year so that he can play the group games such as toss-ball and call-ball when he is in the first grade at school.

David has to learn to catch his soccer ball, too. Because his hands are too small to hold the big ball easily, Jack is teaching him to catch it against his body, at waist level, and to close his arms over it in a firm hug as soon as the ball touches his body. Andy is a more skilful ball player than David, and he can already catch the ball rather easily, but David succeeds about once in two or three tries. By the time David and Andy and their boy friends have completed kindergarten and the first grade, most of them will be able to catch a soccer ball or a volley ball thrown from a distance of ten feet.

Elizabeth for the first time feels that there are disadvantages in being a girl. She can throw the indoor baseball only about fifteen feet in comparison with David's twenty to twenty-five feet, and she can kick the soccer ball only eight or nine feet, while he can kick it about twelve feet.

David's skill is increasing in other aspects of bodily control, as well as in throwing balls. He has a good enough sense of balance to stand for an indefinite time on one foot, and sometimes he does, just to show off. He can balance on his toes for several seconds, can walk on his toes for ten feet quite easily, and can hop ten or more steps on one foot.

When he walks or runs, David takes longer steps, and moves with greater nimbleness than he did when he was four. One of his new accomplishments is hippity-hopping, skipping on alternate feet. At kindergarten, he marches in time to the music, and he enjoys the rhythmic games and simple dances. He can run well enough so that he can take part in the simple circle games, such as drop-the-handkerchief, or cat-and-mice, without falling down very often.

His running broad jump has lengthened to about thirty-five



inches, and his standing broad jump record is thirty-three inches. He runs the thirty-five-yard dash in just under ten seconds. His score in the jumps is several inches better than Elizabeth's, but she can run nearly as fast as he can and sometimes comes in first. If Elizabeth's girl friends and David's boy friends were to have a contest, however, the boys' scores would average a bit better than the girls', both in running and jumping.

Stairs no longer hold a threat for a boy of David's boldness and skill, and he travels both up and down without support, using alternate feet. He also uses alternate feet when he climbs a ladder, both going up and coming down.

"You don't mean to tell me that infant is learning to swim!" said Uncle Bill, who seems to know very little about small boys.

"Lots of children David's age learn if they have the chance," Marjory assures her brother. The lake, with its sandy beach, is not far away from David's home, and he has decided that wading and playing in the sand aren't enough. He wants to swim like the bigger boys. His sense of balance and his increased control over his body make him feel secure enough to venture into deeper water, and to try to swim. Marjorie and Jack have always encouraged him to enjoy playing in the water, but have not tried to force him.

David now prefers to have companions in his play most of the time and spends comparatively little time in solitary play, if there are other children available. He is happiest when playing with a small group of children. He and his friends are learning to be more co-operative and often manage their own scheme of taking turns, although taking turns was rather too advanced a method of playing together two years ago. Their play is full of spontaneous invention and make-believe, and they like to play together making a garage, or a house, or a town, and they often use costumes or parts of costumes, to help along the play. They do not yet play organized games like hide-and-seek or duck-on-the-rock except that at school, under their teacher's direction, they sometimes play very simple group games, such as drop-the-handkerchief.

David's day is taken up with a variety of kinds of play, much of it very active, some of it creative and constructive, and some of it rather quiet. The variety of activities helps body and mind to develop symmetrically. If he spent too much time riding his tricycle, for example, and did little else, he would not have the balanced program of play activities that he needs for physical, mental, and social development.

David shows the benefit of the more varied program of exercise and play which he has enjoyed in the past year since Jack built his climbing ladders, turning bar, and swing, and Marjory began teaching him certain posture games. The doctor has kept an eye on David's development during this time, and what they have done has been under his supervision. The results in improved posture are very gratifying.

In his active play David also uses his wagon, his tricycle, his sled, or his balls, or the old tire that hangs by a rope near his swing. He has a new pair of roller skates, which he is learning to use, with somewhat disastrous results to Marjory's peace of mind and to David's knees. His tools and his carpenter's bench give him some big-muscle exercise and absorb some of his time and energy.

In his creative or constructive play, David continues to use many of the tools and materials which he has used for the past two or three years, for painting, drawing, cutting, modeling, or pasting, but he uses his materials more skilfully and makes more different things with them than he did a year ago. If he doesn't finish what he is making one day, he is often interested enough to complete it the next day. When he was younger and his attention less sustained, he often failed to complete something that he had begun.

Now that David goes to school, he has found more new friends among books, and Jack has added some of them to David's library. David recognizes a few words, but he hasn't learned to read yet, and he depends on his parents, not to mention his grandparents, to read to him or tell him stories. Next best is the radio, but he hasn't become a fan yet. David still must be reminded to sit with his back to the light when

he looks at books, but he often remembers by himself to turn the light on when dusk comes.

#### ADVENTURING SAFELY

"In my opinion, he's quite able to do it," Jack declared.

"Well, he seems like an awfully little boy to walk to school by himself," said Marjory. "Yes, yes, I know! We've been teaching him to cross streets safely ever since he could walk, but just the same, he isn't very big yet and he could easily lose his head."

"It isn't as though he had to cross any through highways," said Jack.

Just then David came running into the room. "Mother, is this the day I can walk to school by myself? Daddy, I want to walk to school with Andy and the other children. Mother doesn't have to go. I know the way. Mother, I want to walk to school by myself!"

And so David and Andy started off to kindergarten in company with Elsie, who is ten and lives in the next block, while Marjory watched them out of sight from the front steps. She was sorry, and proud too, to see her little boy so eager and independent as he started to school without her. There would be more and more things now that he would do without her.

There was really no cause for worry. Marjory had accompanied David to school the first few days, but the way was already familiar to him, and he was eager to prove that he could do it by himself. He had crossed streets at corners, obeyed traffic lights, and watched carefully for cars where there were no lights, under his parents' supervision, until he had learned to be more careful than some adults.

Marjory and David had decided together on the safest route to and from school, and Marjory felt that she could count on David to go that way. The one busy crossing, at Main Street, was really quite safe because Officer Thompson was on duty there.

At the crossing near the school, David is learning to follow the directions of the older boys who are in the School Safety

Patrol. They guide the other children, and advise them when to cross the street. David obeys them readily, for the big boys of the school have a great deal of prestige with him.

In school, the teacher is trying to teach all the children, and David is already learning to use his work and play materials carefully and to put them away where they belong when he has finished, so that the other children will not trip over them later. He is much better about it at school than at home, in fact. He uses scissors carefully, so as not to cut himself or anyone else. He is learning how to carry his chair correctly, when the children move the chairs out of the way for marching or skipping. His teacher has explained that the boys and girls shouldn't push or crowd in the halls or on the stairs, but when David is excited it's hard for him to remember.

At home, many of the old safety rules are still in order. David still loves his tricycle and still must remember not to ride it in the street. He is careful not to dash into the street after his ball or after Andy if he is chasing him. Sometimes it is hard to remember to stop and look before he crosses the street to Andy's house, but if sister Anne is with him, he looks both ways very carefully and guides her safely across.

No firecrackers this year! As compensation, there was a fine Fourth of July parade, with soldiers, fire departments, Boy Scouts, Girl Scouts, and two bands. David and his family enjoyed a picnic in the afternoon, and at night there was a beautiful display of fireworks in the park for everyone to see.

#### LEARNING ABOUT THE WORLD AND DEVELOPING MENTALLY

"And how's the young intellectual?" boomed Uncle Bill on his first visit after David started to kindergarten. "Has he learned anything yet?"

Marjory's indignation flared at once. "Has he learned anything yet? When you stop to consider that David has never stopped learning new things since he was born, why I think some of us had better hurry up and get into our second childhood, to see if we can learn things as fast as he does!"

It is true that David has been increasing his store of knowledge ever since he was born, so that going to school is just one more step in the history of his mental development. Yet it is an important step, which takes him into a bigger world—of ideas, of people, and of experiences.

One reason why David enjoys kindergarten thoroughly is that his nervous system, his muscles, his bodily control and mental development have reached a stage where they are ready for the new experiences he finds at school. For example, he can use chalk and crayon more easily than a year or so ago, and when he draws a man, his father can recognize it as such without too much strain on the imagination. He has added another 500 words to his vocabulary in the past year, bringing it up to about 2,000 words. His ideas also have matured. He can count ten objects, can tell his age, and he has a better sense of time. He can tell a story, giving a fairly long sequence of events correctly. He can recognize a few printed words. Neither his teacher nor his parents urge him to read, for although the quiet enjoyment of looking at his books is wholesome enough, it is just as well for his eyes that they shouldn't be called upon to do too much close work while David is still so young, and his eyes are still better adapted for distant than for near vision.

David is normally attentive to his school work and he is very likely now to finish what he starts. A year ago, his attention and interest turned more rapidly from one activity to another, often leaving the first incomplete.

He is learning to recognize the fact that sometimes his work is better than others. "I didn't march very well today; I went too fast," he may tell his mother. The ability to criticize his own accomplishments is a sign of healthy mental growth.

He shows a considerable amount of imagination, both in his kindergarten and in his home activities. He is often the one in the group who suggests what to do next. "Now Andy, you be the doctor and Elizabeth can be the baby that has measles, and I'll be the father and give her the medicine."

David asks as many questions as ever, and while some of them leave Jack gasping, he and Marjory try to answer satisfactorily,

because David really wants to know. Many of his questions, more than those of a year ago, are about babies, where they come from, and how they grow. If they grow in the mother, how do they get them out? How do babies get to the hospital? Why do mothers go to the hospital to have babies?

Some questions are about boys and girls. Why do they go to the toilet differently? And why isn't mother made like daddy? Some of these questions have been asked before, answered before, and forgotten. Now that they come up again, dad and mother try to give a simple reply that answers David's questions in a way which he can understand, without confusing him with unnecessary details.

"Of course, they do get funny ideas, do the best you can," Marjory admitted, in conversation with Elizabeth's mother. "You know, you told me the other day that you had just been explaining again to Elizabeth that babies grow from very small eggs inside the mother's body. Well, yesterday David and Elizabeth were playing together, and he pushed her off her tricycle. 'Don't knock me down!' she told him angrily, 'You'll break my eggs!' Then she went on to say, 'When I'm grown up, I'm going to the hospital to have my baby and my tonsils out at the same time!' I often wonder what sort of weird notions David gets from my answers to his questions when I try to put something really complex into simple words."

Asking questions is one way David has of finding things out, but it is not his only resource. He finds out how things work by taking them apart and trying to put them together again. Jack has encouraged him to use tools and sometimes he is quite successful. David also learns a great deal from the pictures in the books and magazines he looks at and sometimes he notices very small details which his parents have overlooked. He hasn't learned yet, as they have, to be indifferent to and to disregard the great part of what they see and hear. David finds out how things work by trying to use them, whenever it's possible. The fact that Jack's binoculars are very expensive doesn't deter him from trying to find out how to look through them, to Marjory's dismay. It sometimes takes courage, but Jack and Marjory have

discarded the "Don't touch" policy in most cases and encourage their son to learn how to use things, and to ask them for help in learning the right way.

David is old enough now to profit by his parents' firm insistence that he should tell the truth. He came home one day, elated because he had found an automatic pencil of just the kind he had wanted for a long time. The next day, Andy told David that he had lost such a pencil and asked if David had seen it. Marjory was distressed to hear David deny any knowledge of it. When she and David were alone, she asked him how he would feel if he lost a pencil, and Andy lied about finding it.

"I'd make him give it to me," David declared emphatically.

"What would you think of him if he told you a lie about it?"

David wriggled uncomfortably. "I was just fooling," he said finally, after several false starts. "I was going to give it back to him." Then, as he saw that his mother continued to look very stern, he admitted his wrong-doing. "Well, I guess I didn't tell him the truth. I'll give it back to him now. But I truly didn't know it was his when I found it, mother!"

In spite of occasional lapses when he uses a lie to get himself out of a difficulty, David has made progress in learning to tell the truth. He can make a much clearer distinction between make-believe and fact than he could a couple of years ago. Furthermore, he can distinguish more easily between the occasion when fact is demanded and those when make-believe is appropriate. He has a clearer idea what a lie is, and he knows that lying is bad. As his parents help him to learn more satisfactory methods of escaping trouble, the temptation to lie will be less alluring. After the pencil episode, Marjory gave David a chance to earn money to buy his own pencil, and this experience helped him to learn that honesty is better, after all.

#### EXPRESSING AND CONTROLLING EMOTIONS

In comparison with his emotions when he was one or two years old, David now feels and expresses a considerable variety of rather subtle emotions and attitudes. Usually he is merry and

full of laughter, but there are times when he is serious, grave, and solemn. He is jealous on occasion, although rather rarely. He shows generosity, sympathy, sociability, and patience, and although these desirable qualities appear spasmodically, their appearances are becoming more frequent. He takes pride in the things he makes at school and brings them home to mother and dad with great satisfaction.

He begins to take great pleasure in giving birthday and Christmas gifts to mother, dad, and sister Anne, as he learns to love them more unselfishly. Yet at the same time that his affection for his family is deepening, he is beginning to be independent of them. Going to school and staying away from home part of every day was not hard for David, as it was for some of his friends, because he had learned already to rely on himself in many ways and not to depend too much on his mother. Some of the children cried the first few days, when their mothers left them, but David was quite happy.

David's good health gives him abundant vitality and sparkle. He likes a joke and a good laugh with the other children, even when the joke is on him. This very fact helps to protect him from excessive teasing.

He has his emotions under better control than he did a year ago, but sometimes his natural exuberance breaks through the schoolroom proprieties and makes a little disturbance. Fortunately, the kindergarten teacher understands that five-year-old boys can't sit still very long, and she gives the children as much opportunity as they need to move around. At the same time, she helps David and the others in the class to learn to work and play quietly when the other boys and girls want to be quiet.

David cries rather rarely now. Even when he is hurt, he tries to be brave about it. He seldom has a temper tantrum, and he has learned not to cry just because he's angry. There are so many better ways, he has discovered, to get what he wants. He does cry sometimes, of course, perhaps when he's greatly disappointed, or badly hurt. When he's very tired he cries more easily than at other times.

He quarrels less often with Andy and Elizabeth than he did



year ago, and he very rarely quarrels with the boys and girls at school.

When David is to blame, and is corrected for a fault, he is inclined to get angry and argue about it, but he doesn't hold his grievances long, and he recovers from his irritation rather quickly. Because he knows from experience that mother and father love him and think well of him, and because he is sure of his place in their affections and knows that they treat him fairly, he has a feeling of self-confidence and security which is a good buffer against prolonged unhappy moods or emotions.

David still has an occasional bad dream which wakes him at night, but since he has had his little flashlight, or a night-light beside his bed, he has learned to quiet down soon after he wakes. However, he has an uneasy feeling sometimes for fear his parents will leave the house after he goes to bed, and sometimes he calls downstairs to Marjory before he falls asleep, just to make sure that she is there.

Marjory and Jack have no idea what causes this nervousness, but they try to build up his feeling of security by carefully keeping their promise when they have said that they would be at home, or by explaining to him beforehand when they plan to go away, leaving some other adult to look after the children. David knows that he can count on their promise.

Some of David's friends are afraid of thunder and lightning, or of climbing a ladder, or of strange dogs, or even of pet rabbits, but these things don't trouble David. He can even go upstairs in the dark by himself and turn on the light. It's only when he's alone, and in bed, that his nervousness begins. The thunder and lightning make his heart beat fast at times, but he even enjoys them, because they remind him of fireworks. He wouldn't have this attitude, of course, if his parents were nervous and fearful of storms.

#### GROWING UP SOCIALLY

New moral values are forming in David's mind, but if they are confused at times it is little wonder, for how should he grasp clearly in five years what the human race has been puzzling over

since it began? He and Marjory were driving in the country, along a stretch of broad, new highway. "My, you could go a hundred miles an hour on this fine road, couldn't you?" said David.

"Why no, I couldn't," Marjory replied. "The speed limit's forty."

"But there's no policeman here. He wouldn't know if you went a hundred miles an hour."

"But David, a good driver ought not to drive faster than the speed limit, even if the policeman can't see him."

"Well then, you could go a hundred, but you ought to do it where the policeman could see you," concluded David, and was not to be shaken from this position.

Jack and Marjory try to help David to understand right and wrong in his daily life, and now that he has entered Sunday School there is still another influence shaping his moral and religious ideas. If his parents, his church, and his school can help David to form a clear sense of worth-while values, the result will be beneficial to him from the point of view of mental and emotional health, as well as character development.

The idea that there are rules about how things should be done is not entirely new to David, but it has more meaning to him since he started to school. There is the rule about getting to school at a certain time and going home at another time. There is a rule which keeps the big boys and girls from playing on the slides and swings that are meant for the little boys and girls. The boys and girls in David's class, with the teacher, make rules about how they will play and work, and David is learning to obey the rules of his group.

He is also enlarging his feeling of responsibility. He and the other children take turns in helping to get the paints, the books, or the crayons and the paper from the cupboards. They take turns in feeding the turtle and helping to clean the aquarium. At home, he and dad sometimes do the dishes while mother takes care of Anne. He helps Jack rake the leaves and grass. Sometimes he looks after Anne while Marjory is busy. He has every-day duties, such as hanging up his clothes and washing

the tub after he takes his bath. He is supposed to put his toys away, but isn't very good at it yet.

Other people's troubles appeal to his sympathies more, now that David is five. When Anne is hurt, he picks her up, and takes her to mother. Sometimes when a bigger boy tries to take Andy's tricycle away, he helps Andy push him off. He is disturbed when mother has to stay in bed with a headache.

While David is more sympathetic, he is also more competitive. He likes to show off his running broad jump, and he exaggerates his story when he does better than Andy or Elizabeth. An appeal to his pride, to look as well as the other boys and girls, helps him to remember to wash his hands and face and brush his hair.

For the most part, David gets along easily with his new friends at school. He prefers to play with children about his own age and plays with both boys and girls, although he rather prefers boys. His new friends come from homes of more varied circumstances than those he has known in his own street. Now he meets children who have expensive toys he can't have, and other children who wear ragged clothing because they have nothing else. Some of the children are rough and use poor English, much to Marjory's distress.

"Don't let it worry you," Jack advises her. "Five years of what I pride myself is our good home influence have given David a head start. He needs to know how to get along with all sorts of people, and we don't want him to be too much protected."

The little niceties of etiquette for five-year-olds are fairly old stuff to David by now. He is learning to wait his turn when older people are talking, and when Marjory tells him that they are having a grown-up conversation, he will find something else to do. "Please," "Thank you," "Good morning, Miss Whitcomb," and a nice way of asking for permission to use some one else's property go a long way in smoothing David's social relationships at school. He is also more willing to share his own possessions than he was a year ago. He has loaned his old tricycle to the little three-year-old cousin who is visiting Andy for a month, and he is quite proud of his generosity.

"Does he use it a lot?" David asks Andy's mother. "Does he

use it a hundred times a day? Does he think it's just a lovely tricycle? I was the one that brought it over, wasn't I?"

"I had to smile at his self-satisfied air," Andy's mother said to Marjory later, "but when a little boy is just learning to be generous, it's very fortunate that he can enjoy it. He's more likely then to be generous again."

## *Eight Years Old*

ON his eighth birthday, David is just plain boy. He is four feet, three inches tall, he weighs sixty-one pounds, and he'll even stop eating ice-cream to show you the muscle in his arm. True, he is nice-looking, bright-eyed, and clear-skinned, but he has lost quite definitely that cherubic look, with its suggestion of trailing clouds of glory and mysterious heavenly origins.

"Changed a lot in three years, hasn't he?" Jack said to Marjory.

"Yes, but not as much as he used to change in one year or even six months when he was a baby."

David's rate of growth and development is slower than it was several years ago, and changes in his behavior are less marked. This slowing-down happens to all children. Each year still shows David's progress, but for the purpose of observing changes in his health behavior, longer intervals are satisfactory for comparison.

David's heart is in his play, in the training of his new puppy, in learning to ride his bicycle, in his costume for the special Thanksgiving program at school, or in the impending excitement of Christmas. This is as it should be.

"We're the ones to worry about his health just now and for some time to come," Jack concludes, in discussing with Marjory a distressing lapse of David's memory in regard to washing hands before dinner—when company was present. "We'll just have to keep on reminding him, without making it too important. I certainly wouldn't want him to turn into a fussy old woman, like my boss, always worrying for fear he has the latest disease."

### EATING AND GROWING

One habit which keeps David well-nourished is that of eating a good breakfast, without hurrying. This isn't as simple as it

sounds, for the process begins the night before and involves the co-operation of the whole family, in going to bed in time, to get up on time, to eat breakfast in time, to get off to work and school on time. Naturally, the routine isn't always smooth. Following the nights when Jack and Marjory have been out late, or when Anne has been sick in the night, or there has been a storm and all the windows have had to be closed and then opened again, then it's anything but easy for Marjory to get up, and to have the family get up, in time to prepare a good breakfast with leisure to enjoy it.

David isn't far-sighted enough to be concerned in the evening, about having plenty of time for breakfast the next morning, especially when he is looking at his favorite book of comic pictures.

"It will be eight o'clock by the time you get to bed, David."

"But I'm just in the middle of Super Boy being captured by a band of gorillas!"

"Well, five more minutes. And I mean five, not ten!" Jack's vehemence is the consequence of many repetitions of this scene, for the nightly conflict is wearing his patience thin.

The effort is worth while, however, because breakfast is an important meal for David as for other children. The interval between the evening meal of one day and noon of the next is too long for David to be without food, and if he doesn't eat a good breakfast, it is difficult for him to eat, in the other two meals, the amount and variety of food he requires for health and growth. His breakfast usually consists of a whole-grain cereal, either cooked or dry, an egg and buttered toast, orange juice or some other fruit, and a glass of milk or a cup of cocoa.

David's playmate, Andy, is one of the many children who have a poor appetite for breakfast. In Andy's case, his lack of interest in breakfast may be explained by the fact that he plays outdoors too little, or it may be that he has had poor training in eating habits. Doctor Lynn has explained to Marjory that lack of appetite may also be due to irregularity of meals, eating candy between meals, getting up too late to take time for breakfast, habitual insufficient sleep with resulting chronic fatigue,

or perhaps to illness or the presence of some physical defect. Tension and confusion in school or home, especially at meal times, also may have an unfavorable effect on appetite.

Occasionally, David carries his lunch to school, but as the school has no cafeteria and no way to serve hot food, the principal discourages this practice except in case of necessity. When David takes his lunch, his mother usually gives him sandwiches, fruit, cookies, and according to the weather, a thermos bottle of cold milk, or hot vegetable soup, David's favorite. For sandwich fillings he likes chopped fruit, such as dates, figs, or raisins, or a mixture of them. Sometimes Marjory makes peanut-butter sandwiches, softening the peanut-butter with cream, milk, or orange juice. Chopped egg sandwich is another favorite.

On school days, David has to come home promptly at noon, without loitering on the way, in order to have time to eat a good meal. Marjory sees that it is ready on time, and serves a real meal, not just a snack. It may be simple, but it fits in with the other two meals to give David his daily supply of essential food materials.

At eight years, David eats as much or more food than his mother. Children from six to nine years need from thirty-six to thirty-two calories per pound of body weight, the older children needing the smaller number per pound, as a rule. If David needs thirty-five calories for each of his sixty-one pounds, he needs a little more than 2100 calories a day. When he was five years old, he needed about 1600 calories daily.

When the meals of the day are added together, David should have had the same familiar essential foods which have been the basis of his daily diet for years past: from a pint to a quart of milk; an egg; several vegetables, at least one of which is yellow or green; at least two fruits, one of which is a good source of vitamin C; whole-grain cereal; whole-grain bread, with butter; and a serving of meat, fish, or fowl. When he has eaten plenty of these foods, which assure a balanced diet for him, it doesn't make much difference what he eats to fill any remaining hollow spaces. Naturally, his mother doesn't allow him to eat foods which she knows disagree with him.

When David's food needs are translated into scientific terms, he requires each day a certain amount of various minerals, including calcium, phosphorus, and iron, he needs generous amounts of the vitamins which affect growth and health, he needs proteins for the growth and repair of body tissues, and he needs enough food to supply the energy he expends, in amounts which vary with his age, weight, and activities. The varied diet described above meets David's requirements and turns into first-class boy material as he eats it.

David is among the fortunate children, but an unhappily large number of his schoolmates do not eat a well-balanced diet. Sometimes their parents cannot afford it, but a surprising number of parents who could afford it, do not know that such a mixed diet is necessary. Many others have allowed their children to form fussy food habits.

In one group of over 3,000 school children whose food habits were studied, the following conditions<sup>1</sup> were found:

Less than one quart of milk used daily by...	Three-fourths
One pint or less of milk used daily by.....	One-third
Not enough vegetables and fruits.....	One-half
Green leaves less than twice weekly.....	One-fourth
Eggs, used at any one meal.....	Not more than one-third
Meat or fish absent.....	20% of diets
Candy eaten between meals, both at home and school.....	Two-thirds
White bread used by.....	Three-fourths
Dark bread used by.....	One-fourth

David usually eats well, but Marjory still has a job of education to perform. "Sometimes I think David's good habits are permanent just like my permanent waves," she complains to Jack. "They disappear about every six months!"

<sup>1</sup> Based on material in *Everyday Behavior of Elementary School Children*, Report of a Study of the Twenty-Four-Hour-Day Health Behavior of 3512 Individual Children, by Florence C. O'Neill and Mary G. McCormick, Albany, the University of the State of New York Bulletin No. 1057, 1934.



David is playing more with older boys than he ever did before, and his new school friends and new adventures bring new ideas. A tough ten-year-old, whom David greatly admired inspired one of these ideas—to wit, that drinking milk was sissy. Marjory had to conduct an intensive campaign to prove that real he-men drink milk. David is also more aware of his father's dislike of greens and is bold enough to argue that he needn't eat them either. It is as Marjory has said, David's good habits aren't permanent, but must be renewed, or touched up, or restyled, to suit new stages of his development, if new conditions bring his old habits into conflict with his new frame of mind.

The problem of David's table manners is rather conspicuous just now. "Bob's mother says that David's table manners were really superb when he ate supper there last night," Marjory sighed. Bob is a new friend, and Marjory has been wondering whether his influence will change David's behavior.

"Hard to believe, isn't it!"

During the strenuous meal just completed, David had argued loudly with five-year-old Anne, had talked with his mouth full, had gobbled and shoveled his food, treated his napkin with disrespect, and reached across the table for the bread. At such times, it is easy to forget that he usually eats slowly enough, uses his knife, fork, and spoon neatly and easily, asks pleasantly for what he wants, and remembers not to talk with his mouth full. Generally he does not hurry through his food, for he won't be excused from the table until the end of the meal, unless for a good reason.

David doesn't miss tea or coffee, because he has never learned to like them, and his parents prefer that he should wait until he is considerably older before learning to drink them. They also agree with the 90 per cent of parents who do not give alcoholic beverages to their children of elementary school age.<sup>2</sup> David and other growing children are better off without such drinks, because of their possible harmful effects, and because

<sup>2</sup> Statistics based on *Everyday Behavior of Elementary School Children*, O'Neill and McCormick, p. 145.

the milk which children need is often crowded out when they use these adult beverages.

David's school includes a certain amount of temperance education as a part of its essential nutrition program, which teaches that children need healthful foods and drinks in order to grow, that good drinks for children include water, milk, and fresh fruit juices, and that drinks which children should not use include tea, coffee, beer, wine, or soft drinks containing caffeine.<sup>3</sup>

David receives his basic temperance education at home, however. He is forming habits of character, under his parents' guidance, which will help him to be a temperate person and to practice the virtues of moderation. Left to himself, for example, he would like to eat very large amounts of his favorite desserts, skimping on the preceding meat and vegetable course to save room, but his parents are helping him to learn to control his appetite. They are also helping him to control his temper.

If David's character and his emotions develop along well-balanced lines, so that he achieves self-control, and if he is informed, as he grows older, about the scientific facts concerning the effects of the use of alcoholic drinks, he will be able to choose a course of action which will not injure himself or others.

#### SLEEP AND REST

David has learned to tell the time by now, but he still depends on his parents' warning, rather than the clock, to tell him that he must go to bed.

"Aw, Andy doesn't have to go to bed yet," David sometimes protests when he is called in from play with his chum.

"Maybe Andy doesn't need as much sleep as you do, but it's time for you to go to bed now," Marjory replies. David is supposed to start to bed at half-past seven, or quarter to eight, and to be in bed by eight o'clock or soon after. He usually gets up

<sup>3</sup> Based on *Health Education*, a report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, Washington, D. C., National Education Association, 1941, p. 158.

at seven or quarter past in the morning. He seems to need a full eleven hours of sleep, or a bit more, to avoid getting tired in the daytime, although Andy apparently gets along well enough with from ten and a half to eleven hours. On the other hand, some of his playmates still need close to twelve hours.<sup>4</sup>

Bedtime on Friday, Saturday, and Sunday nights is very much the same as on week-nights for David. He goes to an occasional movie in the afternoon, or on Saturday morning, but almost never to an evening performance. On an average, he goes to less than one movie a month.<sup>5</sup> Now and then, for some very special celebration, David stays up later than usual, but it is the exception even on week ends. His sleep is better protected in this respect than that of many of his friends.<sup>6</sup>

David goes to bed by himself, although he may need a little prodding from mother or dad to get started. He takes his own bath, opens the window, turns out the light, and hops into bed. He usually drops off to sleep in a few minutes, although he frequently enjoys a little sociable chat with Marjory or Jack first. Sometimes they read to him, but he is doing most of his own reading now, and often spends the half-hour before bedtime in that way.

David usually sleeps well and wakes feeling refreshed and ready to get up. However, he has occasional nightmares, when his screams wake the whole house. These frights are different from those he had some years ago, when he woke up and was

<sup>4</sup> The White House Conference on Child Health and Protection recommends the following hours of sleep: children four to eight, 12 or 13 hours; children nine to ten, 11½ hours; eleven-year-old children, 11 hours; 10½ hours for twelve-year-olds, and 10 hours for children of thirteen.

From "General Considerations," Part I, *Report of the Committee on Growth and Development of the Child*, White House Conference on Child Health and Protection, New York, D. Appleton-Century Co., 1932, p. 152.

<sup>5</sup> See *The Young Child in the Home*, White House Conference on Child Health and Protection, for a report on the average moving picture attendance of children, by age, p. 262.

<sup>6</sup> Data in *Everyday Behavior of Elementary School Children*, by O'Neill and McCormick, showed in one survey that from 30 to 42% of eight-year-old children had only 10 hours of sleep or less daily during the week, and on Friday and Saturday nights, from 50 to 60% slept only 10 hours or less, pp. 43-44.

afraid of the dark. Now it is the dream, not the dark, that disturbs him, and makes him cry out in his sleep. When he wakes up, he is no longer afraid; he may even laugh at the nightmare.

Marjory is inclined to blame the nightmares on the blood-and-thunder comics which he devours, but Doctor Lynn thinks the explanation isn't so obvious, for David reads the comics whenever he can get hold of them, but he has only occasional nightmares. They may be explained by unusual fatigue, or perhaps by tension, excitement, or even indigestion. In David's case, there does not seem to be any deep-seated, continuous emotional tension, but occasional over-excitement may be one cause. Good health, wholesome daily activities, and a happy home atmosphere help to protect David, and other children as a rule, from sleep disturbances such as nightmares, or walking, talking, or screaming in their sleep, but occasional episodes of that sort need cause little worry.

Now that David spends both mornings and afternoons in school, he has less daytime rest than formerly, although he often reads, or listens quietly to his favorite radio program for a half-hour before supper. There are times when he needs some daytime rest, for his school work has become more difficult and more strain is involved than in the kind of work done in kindergarten and first grade. Some of this added strain comes from the increasing amount of work requiring near vision, and from the larger amount of time spent in sitting still. Sitting still is hard work for small boys and girls, even when they are eight years old. If for any reason David seems overtired, Marjory asks him to take some of his playtime for a rest, or for reading or quiet games. His daily habits of regular sleeping, eating, and playing prevent undue fatigue, as a rule.

#### DRESSING AND UNDRESSING

David dresses and undresses himself, rather promptly too. Now and then he tries to emulate Fireman Adams, the hero of stories which Jack tells about his own boyhood when he lived near the firehouse. Fireman Adams could slide into his clothes

and down a pole in thirty seconds and emerge ready to rescue anything from pet canaries to pianos. Fireman David doesn't get such smooth results, and his appearance is rather peculiar when he puts on his clothes in such a hurry, but ordinarily dressing is easy for him and even tying a bowknot in his shoelaces holds no mystery.

Sad to say, David usually has to be reminded to hang his clothing in his closet or on the back of a chair to air. He is quite capable of taking his responsibility now, but it is more work for Marjory to remind him than it is to do it herself, she says. From the point of view of learning to take care of himself, and to be a helpful member of the family, it would be worth while for him to do these things himself.

He brushes his hair himself now, but, Jack says that the results remind him that "There'll be no parting there!" David's friend, Elizabeth, is rather better at brushing her hair and is quicker and neater in dressing than David, but then, she's a girl. There are a few of David's friends, even in the third grade, who need help in dressing, probably because their parents found it easier to help them dress than to teach them to dress themselves.

David is learning to adjust his outer clothing in the cold weather, so that he is comfortably warm but not hot. Since both his home and his school are kept at from 68 to 70 degrees, Marjory buys rather light-weight underwear for him. It is easier for him to put on an extra sweater or a coat if he is cool than it is to change from heavy underwear if he is uncomfortably warm. He uses fairly good sense now in putting on wraps that are suitable for the weather, although suggestions from Marjory and Jack are still necessary. He is learning that if he gets his clothes or his feet wet in cold weather, he should dry himself as quickly as possible, or change to dry clothing.

It is David's responsibility now to keep his clothes reasonably clean when he is dressed for school, Sunday School, or a party. He has learned to shine his shoes and often does it for himself.

Speaking of shoes, he has always worn comfortable, well-fitted shoes, with broad toes, low heels, and a rather straight inside

line. He took such shoes for granted until his class at school talked one day about what makes a good shoe, and now he is aware of their good points.

#### GOING TO THE TOILET

David's toilet habits are quite regular, and he usually has a bowel movement after breakfast, before he goes to school. However, when sickness or emergency disrupts the usual order of his home for several days, he may rush off to school without going to the toilet, or he may eat irregularly, or in some other way interfere with bowel regularity. If he is constipated, Marjory tries to correct the trouble through giving him laxative foods, such as prunes, by encouraging him to drink plenty of water, and making quite sure that he takes plenty of time to go to the toilet.

Taking a laxative medicine is a very rare experience for David, but about one-half of his schoolmates take a laxative once or twice a month, or oftener. Doctor Lynn has explained to Marjory that the habit of using laxatives is bad because it discourages the natural action of the bowel, and makes the individual more and more dependent on the medicine. Through his parents' supervision, David's regular eating habits and his active outdoor play help him now to escape the problem of constipation, but as he grows older he will need to understand himself how to avoid this difficulty.

By this time, David has learned to be neat and clean in his habits of using the toilet, whether at home or at school. He uses the toilet paper properly, without wasting it, and flushes the toilet carefully. Moreover, he washes his hands with soap and water after he has used the toilet—unless, alas, he is in a great hurry! Fortunately, he goes to a school which provides running water, soap, and paper towels in its toilet rooms. The teachers in his school consider it important to help the boys and girls to remember about washing their hands, and to encourage them to take pride in helping to keep the washrooms as neat and clean as other parts of the school.

## KEEPING CLEAN

David came away from the bathroom with his hands dripping and obviously untouched by a towel. His explanation to Marjory was simple and exasperating.

"Well, you said not to wipe my dirty hands on the clean towels, and all the towels were clean."

"But *David!* Your hands shouldn't *be* dirty after you've washed them! You *know* that's what I meant!"

Although David is old enough to know better, it must be admitted that impatience not infrequently shortens the washing process to a sort of symbolic sprinkling of the finger-tips. On these occasions, the towels naturally suffer from being made to take the place of soap and water. Fortunately, Marjory possesses an elastic brand of patience which will stretch to cover as long a time as necessary to teach David satisfactory cleanliness habits. It is some consolation to her that he at least knows that he should wash his hands before eating and after going to the toilet, even if his performance is sketchy.

David takes his bath by himself, but it is surprising how many of his friends, perhaps a third of them, are coddled by having help.<sup>7</sup> He likes a shower and enjoys the glowing feeling that follows the dash of cold water and the brisk rub-down. The glowing feeling means that David's circulation has been quickened, and that his body is reacting well to changes in temperature.

Andy feels shivery after a cold shower, and at most he ventures to take a cool splash. If he takes a cool splash every morning for a while, his reactions may improve, but until he feels a warm, comfortable glow after a cold shower, it is better for him not to take them.

David can clean his finger and toe nails, but needs some help in cutting them, especially in using his left hand to trim the nails on his right hand, since he is right-handed. Elizabeth can clean and trim her nails better than either David or Andy.

<sup>7</sup> See *Everyday Behavior of Elementary School Children*, by O'Neill and McCormick, p. 101.

She has her own manicure set, and takes more pride in the appearance of her hands than the boys do.

Of course, David uses his own toilet articles, such as tooth-brush, towel, washcloth, brush, and comb.

#### KEEPING WELL

Skilful propaganda by Teacher has so manipulated public opinion in David's class at school that he and his friends are forming a number of habits which help to prevent the spread of colds. They usually remember to come to school with a clean handkerchief and to use it to ambush coughs and sneezes. The class has studied about how to blow noses gently, leaving both nostrils open while blowing. The boys and girls in David's class have learned also how to use the school drinking fountains correctly, without touching their lips to the mouthpiece.

David takes his turn with the other boys and girls in helping Teacher watch the classroom thermometer. If it goes much above 68 degrees, they ask the janitor to turn the heat down or open the windows. David likes to have his window open at night, too, as he is more comfortable in a cool sleeping room.

Experience has taught David that when he is sick, his mother expects him to follow the doctor's orders, and no fooling. The promise that he will get well more quickly by doing so seems a faint and distant reward for taking medicine he doesn't like and staying in bed when the other boys are playing ball across the street, but he is learning to make a virtue of necessity and to co-operate. It is hardest when he has begun to get well, and thinks that he is able to play as usual, although the doctor still orders rest in bed.

When David was seven, he had chickenpox, and while the rash healed, he had to stay at home for some days, even after he felt pretty well. He was able to play in his own yard before he could go back to school or play with Andy or Elizabeth. He understood that he must follow this rule so that he would not pass the chickenpox on to other boys and girls, but it was a dreadful strain to stay away from them.



When he went back to school, he had to report to the health office. He likes to see the school nurse, in her pretty uniform, with the bright button that shows she is a graduate nurse. Some of the children are a little afraid of the nurse and the school doctor, but David has had a good friend in the family doctor, and his nurse too, ever since he can remember. When the school doctor examines him, or when his eyes or ears are tested, David is responsible enough to do what the doctor, nurse, or teacher tells him to do. If he is given a letter or a slip of paper to take home to his parents, he tries to remember about it.

David's judgment about what it is safe for him to do when he is sick or convalescing may be rather startling, but he has at least learned to expect that he will have to stay at home and in bed when he is ill. Occasionally, the results of this idea are amazingly unexpected, even in a normal boy like David. When Anne had the "flu" not long ago, David heard his mother say with a sigh that she supposed Dave would come down with it the following week. He gave the prospect some serious thought during the day.

The next morning, Dave complained of a headache and said that he felt hot and his throat hurt. Marjory took his temperature and found that he had no fever. She was puzzled, but kept him in bed. The next morning, he still lay very quiet, still complained, but still had no fever. Marjory called the doctor. After Doctor Lynn had examined David, he had a little conversation with him, and then a private talk with Marjory.

"Dave can get up," he told her with a smile. "There's nothing the matter with him but what you might call a circus complex. He heard you say that he was sure to have the 'flu' next week. The circus is in town next week, and he decided to be sick this week, in order to have it over with and be well in time to go to the circus!"

#### CARE OF THE TEETH

David has learned that when he brushes his teeth, he should sweep the brush down on the upper teeth, up on the lower teeth, and round and round on the grinding surfaces, and that both

inside and outside of the teeth need brushing. He brushes his teeth twice daily, theoretically at least, and uses the dental floss every night.

Two years ago, when David's six-year molars appeared, his dentist explained, to him as well as to Marjory, that these new teeth in the back of his mouth were very important teeth in his permanent set, and that since they would have to last a long time, David should take very good care of them.

Marjory was surprised when the dentist told her that he had to put a small filling in one of David's six-year molars just a few months after it came through. He explained that these teeth should always be examined at the latest within six months after they erupt, because they frequently have small imperfections when they appear. They can easily be repaired at that time, but should not be neglected. Many parents, unfortunately, mistake the six-year molars for baby teeth, and let them decay for lack of dental care, and in this way serious injury is done to the permanent teeth.

For a time after his new teeth appeared, David was more interested in taking care of his teeth, but the excitement of losing baby teeth and getting new teeth waned. Now, brushing his teeth seems a rather uninteresting chore to him, and he needs frequent reminders.

Jack once offered David a penny for each day that he brushed his teeth twice daily, although Marjory objected that David shouldn't be paid for his health habits. David rose to the bait and did quite well for a month. Then there came a week when he just forgot. On Saturday, he suddenly realized that the chart on which he kept his record was blank for the whole week. Marjory noticed that he was spending a long time in the bathroom, with water running, and sought an explanation. She came in just as he was placing the fourteenth check on his chart. He had brushed his teeth fourteen times, and had persuaded himself that fourteen times in one day was as deserving of seven pennies as fourteen times in one week. Marjory and Jack have concluded that there isn't any short-cut to learning, or any substitute for their own patient supervision.

When David was old enough to learn to use the dental floss, his dentist gave him a lesson. It is rather difficult for a child to learn to hold the floss firmly with both hands and to insert it in the spaces between the teeth so as to remove food particles, but not to injure the gums. When the dentist was sure that David could do it properly, he told him that he should use it every night, but he advised Marjory to supervise its use. David has been using the dental floss for over a year now. Some boys and girls who have very good finger co-ordination can use it at an even younger age. The dentist explained to David that when he uses the dental floss properly, it removes food particles which the toothbrush cannot reach, and helps to keep the mouth in a clean condition which favors both healthy gums and teeth and may reduce the chance of tooth decay.

David still makes periodic visits to the dentist three or four times a year. The trip to the dentist isn't the ordeal for David that it is for his dad, because David has had regular dental attention ever since he was two years old, and there has been no chance for very painful cavities to develop.

#### PLAY AND EXERCISE

Nearly every day, David spends several hours in vigorous outdoor activity, much of it play, but some of it useful work, such as pulling weeds, picking the beans in the garden, turning the hose on the front porch in summer, or shoveling some of the snow from the walk in winter.

His outdoor play and work balance the hours that he spends sitting down in school, and they strengthen his muscles, improve his appetite, and expose him to the benefits of the sunshine and fresh air.

David and his friends like such games as pom-pom-pull-away, run-sheep-run, various kinds of tag, and assorted versions of cowboy, Indian, or war games. There is plenty of action in these games, running, jumping, balancing, climbing, chasing, dodging, and tussling, but the games are not very strictly organized and do not require precise skills or complicated teamwork.

David's muscular co-ordination has improved considerably in the past two or three years, partly as the result of growth and bodily development and partly through experience and practice. The improved co-ordination shows in his greater skill in ball play, for example. His present methods of throwing and catching the volley ball or soccer ball require better co-ordination than he was capable of a few years ago when he could do little more than toss the large balls. For a year or more, he has been able to use the two-arm shoulder throw, and he is now learning to use the side-arm throw. In the two-arm shoulder throw, he holds the ball with both hands, resting it on the palm of his right hand, and throws it from a point just above and behind the right shoulder. To use the side-arm throw, he holds the ball in his right hand, balanced against his wrist, draws his right arm to the side and back, and throws the ball forward at waist height. In both cases, he stands with the left foot advanced.<sup>8</sup>

Using the volley ball or soccer ball, David can hit a fixed target fifteen feet away, in a fair proportion of throws. He can hit a moving target (another boy who is running or dodging), at a distance of ten feet, often enough so that he is welcomed in the games of dodge-ball which require this skill in throwing. He can throw a baseball between forty and fifty feet, and he can hit a target with it, at a distance of ten feet, with an error of four inches or less. His increasing skill in ball play enables him to take part acceptably in many active games which help him to develop physically.

Jack is trying to help David to improve his baseball catching.

"Look here, son, the ball's coming at you from above, isn't it? How can you catch it if you turn the palms of your hands toward the ground? Use both hands. Turn the palms towards the ball coming at you. If the ball is coming from above your waist level, have your thumbs touching. If it's coming from below the waist level, let your little fingers touch."

David practices with Andy awhile and shows improvement,

<sup>8</sup> Adapted from *Physical Education for the Classroom Teacher*, by Dorothy LaSalle, Chapter VI, "The Teaching of Skills." Copyright 1937 by A. S. Barnes and Company.

but Jack notices that David's aim in throwing the baseball is erratic.

"Throw the ball at Andy's nose, not at his feet. Then he can catch it oftener," Jack suggests. Andy looks startled, rubs his nose as if it had already been hit, but stands his ground and actually does catch the next few balls more easily.

David has put in his "order" for a baseball bat for his next birthday, but Marjory isn't sure that Jack will be able to wait that long to buy it for him.

Elizabeth enjoys playing ball as much as David and Andy, and she holds her own quite well in the games where the volley ball or soccer ball is used. However, the boys still have the advantage of her in throwing the baseball. Her record is only between twenty-five and thirty feet. She plays many of the same games the boys do, although she often plays with dolls and paper dolls, too. Both boys and girls play together on the playground and in the gymnasium at school, through the fourth grade at least, and there is much similarity in their games and play activities. Later on, more difference will begin to appear.

David can make a standing broad jump that is often equal to his height of fifty-one inches, but is sometimes less. His running broad jump is eight to ten inches greater. At first, he was scornful of Elizabeth's interest in jumping rope, but when he discovered that his favorite champion fighter trained by jumping rope, David became as enthusiastic in the sport as Elizabeth. He isn't yet as skilful as she is, however.

He is making progress in several sports. He does the thirty-five-yard dash in just over seven seconds. He has learned to roller skate, makes a good try at ice skating, and likes coasting. He swims well enough so that he feels confident in the water.

Some of David's playtime is spent in quieter pursuits. He likes to use real tools, and with Jack's help has finished a kite and a model airplane. Sometimes he likes to draw on the blackboard or to use his modeling clay, and he enjoys games, such as dominoes or anagrams. He reads easily and has discovered that books are fun. Then there's the radio. Of course he has his favorite program. Marjory is thankful that it isn't one of the blood-

and-thunder variety. Its hero is a collie dog, who is actually quite credible.

David is less dependent on play materials than he was a few years ago, because his play now consists more often of active games with other boys and girls, which do not necessarily require much equipment. Nevertheless, he has accumulated an astonishing assortment. Many of the most precious items in his collection are odd bits of junk which never saw a toy store, such as the chicken feathers he has made into a headband. However, Marjory and Jack try to give him the kind of play equipment which will help him to enjoy and benefit by a variety of games, and constructive activities.

He is happiest in his play when he is with his friends. He can amuse himself when alone, but the days are gone when he was an isolationist at heart. He and Andy still play with Elizabeth and her friends, but it won't be long until the boys prefer their own company, and the girls try to ignore them. David prefers friends of about his own age, although at times he plays quite happily with both the older and the younger children of the neighborhood.

Good food, well-fitted shoes and clothing, the opportunity for varied play activities, and plenty of rest and sleep have helped to give David a well-developed body with an easy, erect posture and smooth muscular control. With a happy, confident outlook on life, he unconsciously holds his head erect. His shoulders are level, his abdomen is held flat, and his back shows the normal, unexaggerated curves, that is, a slight forward curve at the neck, slight backward curve at the shoulder level, and slight forward curve at the waist, with another backward curve below that. His shoulder blades are flat across the back. The earlier tendency to round shoulders has disappeared. Some of David's friends, who are also quite healthy, present a rather different posture from his, because their body structure is different.

When David sits in his desk at school, he sits well back, with his feet on the floor and the upper part of his body upright—provided, that is, that he is sitting still enough. He's a good deal of a wriggler even yet. Teacher has asked that each boy and

girl in the class choose a seat and desk that fits his or her size, and David has learned how to choose one that is just right for him.

#### ADVENTURING SAFELY

The traffic light was red, but David was in a hurry, and when he glanced hastily down the street, there were no cars in sight. When he had reached the middle of the street, there was a sudden screeching of brakes, and an angry, frightened driver called to David to watch where he was going.

David scurried to the sidewalk with his heart in his mouth. His conscience told him that if he had gone to the hospital it would have been his own fault. No boy in the neighborhood knew better than he what all the traffic signals meant, whether traffic lights, or Officer Thompson's signals, the traffic signs, or the directions used by the older boys in the School Safety Patrol.

"You play the traffic game for keeps," he had heard Officer Thompson say. "One push by a fast car and you're out for good."

David resolved that he wouldn't be careless again. He shivered as he realized that one mistake was enough to be the end of him. As he let his imagination play with the dreadful thought, he saw himself crossing and recrossing the street safely and properly ninety-nine times, only to be run over the one-hundredth time, because he crossed against the signal.

David has been growing a little careless lately because he is more sure of himself, and less cautious than he was when he first started to school, but he will put his safety knowledge to good use from now on. In addition to his knowledge of traffic signals and signs, he knows that he should cross streets only at intersections, especially if the street is a busy one. He knows, too, that the street is not the place to play. There is plenty of space for David and Andy and their friends to play in their own yards, in the near-by vacant lots, and in the park not far away. He knows that the railroad tracks are out of bounds, and that the fun of hitching rides isn't worth the risk.

The fire-drill signal gives David a thrill that is part pleasure,

part fear. What if it should be a real fire? It is fun to leave lessons and go outdoors, anyway. He is old enough to know that there is less danger of accident if he and all the other boys and girls go quietly in an orderly way, without pushing or crowding. David knows that at other times, too, he should be orderly in the halls, should keep his feet under his desk to avoid tripping anyone, and that roughhousing on the stairs is a quick way to bumps and bruises.

Teacher says that if the school is orderly, fewer boys and girls will have accidents, and she insists strictly that each one should pick up his tools, pencils, books, pens, or rulers, and put them where they belong. David, at eight years, has acquired a wholesome respect for Teacher, and he is inclined to do as she says. He knows enough to help keep the playground safe, too, by picking up sticks, rocks, nails, or glass and putting them in the rubbish can, and he knows that he shouldn't throw sand, sticks, or rocks at other children.

Jack has taught David how to light matches, and when they are burning rubbish, Jack lets David light the bonfire. He tries to do it with one match, but doesn't often succeed. At times when neither dad nor mother is there, David knows that he should leave the matches alone.

One autumn day, however, he and Andy yielded to the temptation to make a bonfire in the vacant lot without consulting adult authority. For a little while it was fun, but suddenly the bonfire turned into a brush fire, and the flames were spreading through dry grass and weeds towards Elizabeth's house. Marjory saw it just then and called the fire department. When the fire was out, the Chief gave a piece of his mind to the two scared boys, while their mothers stood by in silent approval, and that night David had a very uncomfortable conversation with his dad. And that wasn't all. There had been a number of brush fires that fall, and the Fire Chief spoke to the school children the next day, explaining how much their fun cost in property and risk of life. David wriggled uncomfortably while he listened, ashamed to think he had forfeited the good opinion of the firemen he admired so much.



Not long after the brush fire, David's parents discovered that the episode had frightened him more than they had known. The neighborhood families all went to the park for a picnic, and Jack noticed that David did not display his usual enthusiasm for toasting his own marshmallows.

"My clothes might catch fire," he finally said, when Jack pressed him to toast marshmallows for Marjory. Jack realized then this newly displayed excess of caution was abnormal in David.

"I'll show you what Fireman Adams taught me to do if my clothes caught fire," he said. Taking the blanket on which Marjory and the other mothers had been sitting, he wrapped himself in it and rolled on the ground to put out an imaginary fire in his coat, while David, Andy, Anne, and Elizabeth watched in delighted amusement.

"A coat, or a rug, or a blanket would do, but if nothing of that sort is near, just lie down on the ground and try to smother the fire by rolling over slowly and beating the flames with your hands," Jack told them. "Call for help, but *don't* run! Now you youngsters practice rolling in the rug."

In subsequent days, Jack also instructed David in various methods of fire prevention. David learned how to call the fire department. During Clean-up Week, he and Jack cleaned the basement and garage, to get rid of accumulated rubbish which was a fire hazard. They also made sure that unused matches were stored safely in metal containers, and that there were safe containers to receive used matches, so that a smoldering match would not be dropped into a wastebasket where it might start a fire.

David has learned enough about electric wiring to know how to use his electric train safely, and to inspect electric cords for breaks in the insulation. He knows that the electric toaster, iron, and other appliances should be disconnected when not in use.

David is also learning that as part of his responsibility for keeping home safe for the family he must put his toys, books, and tools away where they belong. He doesn't do it as readily

at home as he does at school, but when Marjory reminds him he does it.

Jack goes hunting in the fall, but David has learned that he must not touch his father's gun. He would like to have an air gun, but finds that life, after all, goes on quite happily without it. "No guns!" says Marjory, and that's that.

At eight years of age, David doesn't know much about first aid, but he has learned a few things. When something gets in his eye, he doesn't rub it, but he goes to his mother or to the nurse or the teacher at school, for help. Perhaps closing his eyes will let the tears gather enough to wash the particle out without help. He knows that a scratch or a scrape should be cared for, and he grits his teeth while Marjory applies the antiseptic. He knows that his mother has a tube of salve that make a burn feel better. One of the very useful items in his store of knowledge is the ability to recognize poison ivy when he sees it.

David can't go swimming alone. This is one of his parents' strictest rules. David doesn't object, because it is more fun to go with a companion, who is very often Andy, or Elizabeth, or perhaps dad or mother. He usually swims at the lake where there is a lifeguard on duty, but Marjory says that it is safer for him to have a companion anyway, since the guard has so many swimmers to watch. David doesn't swim in strange places unless Jack, or some older person who can swim, is with him. The rule of waiting an hour or more after a meal makes David impatient, but Jack insists upon it.

David has learned about sunburn from painful experience, especially in the early part of the swimming season before his skin has tanned. He knows that he can protect his skin by using the ointment or oil which his mother provides, but usually he forgets about it until the damage is done. Marjory tries to prevent a really serious sunburn by limiting the amount of time David can spend in his swimming suit in the sun, so that his skin burns and tans gradually in the early summer.

That shiny red bicycle is David's birthday present from Uncle Bill. David is bragging about it to all the neighborhood boys and girls. "It has a light and a bell and a rear reflector, and it's

just the right size for me," he told Bob, whose bicycle unfortunately was big enough for a man, since it had been bought with the idea that it would last Bob the rest of his life. It will be easier for David to learn to ride his bicycle skilfully and to keep it safely under control, because it is not too large for him.

As Bob started to ride his bicycle away on the sidewalk, David called to him. "You're breaking the law! Get off the sidewalk! You have to ride it in the street, on the right side, near the curb. Officer Thompson said so!" No coasting out of driveways into the street, no weaving in traffic, no riders, no stunts, are other rules that David discovered about safe bicycle riding when, at Uncle Bill's suggestion, he talked with Officer Thompson.

Until David has learned to ride well, he may use his bicycle only in the quiet streets, and even after he has mastered the skill of riding it, he should avoid the main highways until he is bigger.

#### KEEPING GOOD EYESIGHT

"What's wrong with this picture?" Jack asks one day when he comes home at dusk to find David curled up in an arm chair, trying to read a book which he can scarcely see in the dim light.

"Well, I didn't want to get up," David explained.

"And so you strain your eyes because you're too lazy to walk over to the light button. What will you do for eyes when these wear out?"

David knows that he should protect his eyes by using a good light for reading or other close work, but at eight years of age there is still a gap between knowing and doing. When Teacher asks him to tell the class how to have a good light for reading, he can explain that a person who is reading should sit with his back, or his shoulder, to the light, so that there is a good light, but no shadow on the page, and the light does not glare into his eyes. David's seat at school fulfills these conditions, but at home he often sits down to read wherever the spirit moves him, regardless of light, until his parents remind him.

David likes to flop on his stomach on the floor to look at

his book and, although this isn't an ideal reading position, it isn't as hard on his eyes as reading when he is lying down on his back. The reading position easiest for his eyes is the one in which the eyes' position most nearly corresponds to their forward-looking position in distant vision. When David holds his book in a slanting, nearly vertical position, fourteen to eighteen inches from his eyes, the page is about at a right angle to his line of vision, and there is the least eye strain. Marjory has to remind David frequently to hold his book up and to sit in a good position. Fortunately, his keen interest in active games keeps him from spending so much time reading that he strains his eyes.

At school, David takes his turn with the other boys and girls in adjusting the window shades when necessary, either to shut out the glare or to let in more light. His teacher often reminds the class to choose a working position in which they avoid facing the light. She also reminds the boys and girls not to rub their eyes with their fingers, and David is learning to remember this rule.

#### SEX EDUCATION

When Jack and Marjory check up to be sure that David is adequately equipped with the "facts of life," they are fairly well satisfied. When David has questions to ask, about the way life begins, or about bodily functions, or about marriage, he asks his parents freely. He has asked many of the questions before, but a different aspect of the question may interest him now. His curiosity has covered the subjects of the origin of babies, how they grow before they are born, how they are born, what the different parts of the mother's and the father's bodies are for in connection with having babies, how the bodies of boys and girls, and men and women, differ, whether people have to be married to have babies, what it is to get married, and what divorce is.

Marjory and Jack try to give him simple, truthful answers, without confusing him with complex or detailed information which he cannot understand. On the whole, David has escaped the harmful effects of untrue, unwholesome information passed

out in secret by older boys, because he already knows enough of the real facts to rob the secret half-truths of their fascination.

David also has the advantage of knowing the simpler, correct terms in which to speak of parts of the body, and the processes of birth. Some of the words in his vocabulary are breast, nipple, vagina, uterus, sperm, egg, penis, and testicles.

Questions about marriage and weddings took a sudden surge upwards recently because Elizabeth was a flower girl at her aunt's wedding. All the children of the neighborhood gathered to see her in her new dress as she left home to go to the church. It seemed like a lot of commotion to David, but he had to admit that she looked pretty.

It is easier for David to understand about human birth because he has spent vacations at grandpa's farm where he has observed a good deal about how animals are born. He has seen the new-born calves, and once found a mother cat giving birth to her kittens in a corner of the hay-loft. He has helped to care for the puppies of a mother dog that died.

These experiences broaden David's knowledge, but his sex education has other aspects, too. He is a happy member of a happy family, and day by day he is forming ideals of home life which will color his future actions when he has his own home. He is beginning to shoulder some home responsibilities. He watches Anne carefully when they go to school together, and he protects her from teasing and in other ways. He is learning to play fair and to be considerate of other people. These qualities will help him later on to enjoy his friendships with his girl friends, and then to have a happy relationship with his fiancée and finally with his wife and children.

#### LEARNING ABOUT THE WORLD AND DEVELOPING MENTALLY

David is becoming increasingly self-reliant, and it shows in his methods of finding things out. He still goes to dad and mother with innumerable questions, but he sometimes looks up the answers for himself in his *Children's Encyclopedia*, or in his other books of information. His growing independence is

shown also in the way he takes care of himself in dressing, bathing, brushing his teeth, and so on.

David's curiosity leads him to find out some things by experimenting. This is a wholesome mental trait, but it may be rather disturbing for his parents. There was that time, for example, when he experimented to find out how Jack's fishing reel worked. What a tangled story *that* was!

"David is curious about at least fifty-seven varieties of things in one day, I'm sure," Marjory tells Jack. He watches the locusts, trying to find one in the act of shedding its shell. He explores the rocks in the park, or at grandpa's farm, looking hopefully for fossils. He tries to catch fifty fireflies in a bottle, inventing a new kind of flashlight.

"He's going to be a scientist, I expect," Jack says complacently, but Marjory is more realistic.

"These things are fun for him while they last, but they don't last long enough to make him a Darwin. He has a new notion every week, if not oftener."

Nature is wonderful, but just now David is also interested in the play in which he takes part at school, in his games, his books, the radio, and the World Series. When a game is being broadcast, he forgets the rest.

"I'm glad he's interested in a lot of things right now," Marjory says. "It will give him a chance to find the things that interest him seriously later on. It's not as if he were one of those geniuses who has only one passion from childhood on."

David does have one serious interest; he collects matchbook covers and puts them in a book. Anyone who doubts that this is serious business should watch him preparing the covers so that they flatten out nicely and appear well in the collection.

David likes school. And why shouldn't he? His friends are at school, he likes his teachers, and they know how to make school a place a boy hates to stay away from. David does his work pretty well and that gives him satisfaction. He does it with comparatively little pressure from his teacher or his parents and is able to go ahead on his own steam.

One reason why school is pleasant for David is that reading

is easy for him. He has a vocabulary of several thousand words by now. The enjoyment of books and reading will be useful to him all his life. David has one or two friends who have trouble learning to read, and they have the help of a special teacher.

The facts that he has done well in school so far, and that he has won the respect of his friends in their games and play justify David's self-confidence, and his habit of expecting to succeed when he undertakes a task. This feeling of self-confidence is a good generator of energy to go ahead.

Of course, David doesn't always succeed. Sometimes he comes home with a poor arithmetic paper, and sometimes the airplane he tries to make turns out to be a dud. These failures are good for him, too, because his dad is helping him to use them to see how he can do better next time.

Jack and Marjory try to keep their expectations of David's scholastic attainments in reasonable bounds. "Of course, we know he isn't a genius," Jack declares, with an air of expecting a denial. "We don't expect him to lead his class and all that, you know. If he does the best he can, we'll be satisfied." This attitude protects David from the strain experienced by some children whose parents expect them to perform well in work for which they are unsuited. Nevertheless, if Jack and Marjory are a little prouder of David than his record justifies, and if they expect a little more of him than an unprejudiced observer might, it is good for David to bask a little in their pride, and to aim a little higher because of their good opinion.

Of course, David would like to put off doing the things he doesn't want to do, but he is slowly learning that the longer he puts them off, the more disagreeable they become. Wiping dishes is rather a chore, but it is one of his frequent tasks to help with the supper dishes. And how much harder it is to wipe them after mother has finished washing them and gone away from the kitchen!

Jack disagrees with Marjory on the subject of procrastination in general and postponing dish-washing in particular. "Lots of things are better postponed; then you never have to do them," he declares. "Nothing I hate more than jumping up from the

table after a good meal and rushing around doing dishes!" Marjory, on the other hand, hates nothing more than going back to the kitchen after a short rest has seemingly put a period to the day's work. So they agree to disagree, with the result that Marjory always does the dishes *immediately* after dinner.

#### EXPRESSING AND CONTROLLING EMOTIONS

Most of the time, David is a happy-go-lucky, carefree, cheerful little cuss, but Marjory came home from a lecture the other day, worried about his sense of security, which the lecturer had declared to be necessary for a child's mental and emotional health. It seemed to her that in such an insecure world, the lecturer was prescribing an impossibility.

"Not at all," Jack argued. "The kid has had a good home all his life. Our home life is happy; we love him; we're interested in his work and his play. He knows that he 'belongs,' and that he's wanted, both at home and in his group of friends. He's had food and clothes, and modest amounts of things to play with. Of course he has a sense of security."

David has his emotional ups and downs. Sometimes he is moody, but he doesn't take things too seriously, and doesn't often get "high" with tension and excitement. His stability is due partly to his sturdy good health, and partly to his happy home life and the sensible training his parents have given him since he was a baby. Many of his friends, who are on the whole quite healthy and happy, have a more intense or uneven emotional nature than David's, without suffering harm from it, however.

"Well, you wouldn't want them all alike, I suppose," Jack remarks to Marjory. "I suppose if we had a little sensitive plant we'd have to direct our emotional training accordingly."

Although David gets angry rather too frequently, he is learning gradually to control his temper. When he discovered that George Washington had a high temper, but kept it in leash, David suddenly realized that having a temper was no sin if it was controlled. After that, he had a way, when he was angry,



of impersonating George in silence, wearing a stern, forbidding frown.

Another difficult lesson for David is that of learning to take criticism or correction without sulking or gloomy brooding. School and home life both will be pleasanter for him when he is able to accept criticism calmly, using it as a means of doing better the next time.

Not many things make David afraid enough so that the fear haunts the back of his mind and disturbs his daily life. He's sensible about things that are really dangerous; for example, he is afraid of thin ice and won't go skating on it. He no longer fears the dark, and he's not afraid of the policeman, or the doctor, or of animals, although he knows better than to dash up to a strange dog without an introduction. When Andy's uncle died, David worried a little for fear his own father might die, but the fear never became very real to him.

David admires the bravery of the remarkable heroes whose exploits come over the radio, and he himself is a brave fellow on occasion. When Elizabeth's kitten couldn't come down from the high branch in the apple tree, David went after it. The frightened kitten scratched him rather painfully, but there was no blubbering from David. After all, he thought, cry-baby stuff wasn't exactly suitable for a boy of eight years.

#### GROWING UP SOCIALLY

"David, did you brush your teeth thoroughly?" Marjory called to him, as he was getting ready for bed.

"Yes," David replied, but Marjory probed deeper.

"Really thoroughly?" she asked.

"Well, no, not really thoroughly," he admitted.

Then Jack took a hand. "I'd rather you admitted it right out if you haven't brushed your teeth," he said quietly. "There's nothing very dreadful about that, for once, but it's a bad thing to get in the way of not telling the truth."

Jack realizes that this business of telling the truth and distinguishing fact from polite fiction is rather complicated, even

for an eight-year-old. However, David is learning to recognize the truth and to admit it even if it is unpleasant, and he is discovering that disagreeable facts are less worrisome if you look them squarely in the eye than if you try to duck. This is a big order, and it's something he'll need many years to learn fully.

On another occasion, the bedtime hour was the scene of a little advanced self-discipline on David's part. Feeling that he was now eight years old and able to decide things for himself, he announced that he wasn't going to bed at eight o'clock.

"I'm going to stay up until nine o'clock tonight," he declared.

"I think you'd better go to bed now," Marjory said.

"No," said David.

"If you stay up an extra hour tonight, you'll go to bed an hour early, at seven o'clock, tomorrow night," Jack told him firmly.

David took about thirty seconds to weigh the advantages of staying up until nine against the penalty of missing his seven o'clock radio program the next night. Then he went upstairs to bed. There was no rancor in his manner. Indeed, his good-nights conveyed a little extra sweetness and light in order to deflect the wrath he had feared might follow his rebellion. Two years ago, he would have chosen to stay up, but now he is old enough to weigh the future disadvantage of missing the next night's radio program against the present pleasure of staying up until nine.

Right and wrong have fuller meanings for David than they did three years ago. The idea of fair play was rather beyond him and his friends when they were five years old, but now they have considerable respect for the rules of the game and playing fair. David also knows more ways of being kind, both to animals and to people, than he knew three years ago. When a classmate was sick in the hospital, David's class made a scrapbook filled with pictures for him. Through his Sunday School, he sends pennies to the starving Chinese, and food for the Thanksgiving baskets for the poor in his own community. "Being good" is coming to mean also that he should accept the responsibility for certain duties at home and at school.

The Memorial Day parade, in which Boy Scouts marched with soldiers, veterans, firemen, policemen and various bands, strengthened David's ambition to become a Cub Scout just as soon as he is nine years old, and some day, he hopes to be a real Boy Scout. Interest in belonging to clubs and organizations is a rather new phase of his social development. He has many new friends, too, but he is still loyal to his first comrades Andy and Elizabeth. Now and then they quarrel, but they soon make up without adult interference, and it would be hard for them to separate. They are rather brutally critical of each other at times, and seem to be able to give and take the naked truth from each other—a practice which their parents don't try to copy!

David works and plays easily with the boys and girls he knows, sometimes carrying out the plans the others make, sometimes suggesting plans of his own. Competition for leadership is keener since he has been going to school and has known more children, and he is learning to take his place in a larger world of boys and girls.

Good manners are a cloak which David can put on or take off, apparently at will. In the rough and tumble of play, he is as rough as the next boy, but that seems to be part of the accepted code.

"But you should see him offer a seat to my visitor, if he wants to make a good impression," says Marjory. "He'll take off his cap as soon as he comes in the door, take the smallest piece of cake, and wait until he has offered Anne the first choice in apples. But it doesn't last abnormally long, and I never worry about him on the grounds that the good die young!"

## *Eleven Years Old*

DAVID is in the sixth grade this year, and if he's a little arrogant perhaps he may be excused, because he's one of the important boys in the highest grade in his school. Next year he will go to the junior high school, and then he'll be among the lowliest of the population. Let him enjoy his present temporary eminence!

He has grown in the past three years. He stands four feet, nine inches in his stocking feet, and tips the scales at eighty-one pounds. He's not one of the biggest boys of his age, but he's somewhat above average size, strong and sturdy, with firm muscles well under control. He is nearing the end of his childhood, and approaching adolescence, the period of transition to manhood.

He has grown mentally, too. As a sixth grade student, he has learned something about the history of his own state and of the United States, and has been introduced to the ancient Egyptians, the Greeks, and the Romans. His arithmetic problems sometimes stump his mother. He is penetrating the mysteries of light, heat, and electricity, and discovering the story of communication and transportation through roads, ships, engines, telephones, and wireless. In his science class he studies about the solar system, the story of the earth, and how various forms of life developed on the earth. With a more practical application, he is learning how ideas about disease have changed, and how we now prevent disease through pure water supplies, supervision of food supplies, and other public health regulations.

The variety of his information is not yet matched, however, by his ability to apply his knowledge and to look after himself. He is dependent on his parents for food, shelter, and health protection, as well as for guidance in his health conduct. A relatively small percentage of children of his age, in the United States, have to assume responsibility for procuring for them-

selves the essentials of life and health. Yet, although he is still in a period when he needs protection and guidance, he does have a considerable degree of responsibility for his own conduct, in health matters and in other types of behavior, both at home and away from home. He is now more capable of self-direction than he was three years ago.

#### EATING AND GROWING

Several years ago, David ate what was placed before him without having an idea whether it constituted a well-balanced meal. His mother is still the one who is chiefly responsible for planning the meals he eats; but David has been learning that there are certain kinds of foods which he should eat every day, and he is learning now how to plan or choose a well-balanced meal.

"Hey, mom, I gotta plan a dinner for us," he shouts as he comes home from school one day.

Nothing surprises Marjory any more. "What's the big idea?" she asks.

"Everybody in our class has to plan one meal for their family. The good plans will go in a menu book our class is going to make. I've planned hamburgers and potatoes and corn on the cob and tomato and lettuce salad and strawberry ice cream."

Marjory smiled at this list of David's favorite dishes. "It isn't the season for corn on the cob, or for tomatoes. Fresh tomatoes are very expensive now. Have you any second choices?"

David looked disappointed at the realization that Mother Nature wasn't co-operating, but he soon rallied.

"Well, we could have canned corn, couldn't we? That's a yellow vegetable, and we have to plan for a yellow or green vegetable. And we have to have a raw fruit or vegetable salad. I guess we could have an apple and carrot salad."

David is learning a good many assorted food facts. He can tell how milk gets from cow to consumer. And why it is a good food. He can name the classes, or kinds, of food from which everyone should choose something each day. He knows something about the vitamins, and he can tell you why ten cents

spent on milk is a better food investment than a dime spent on a soda. The food facts which he learns at school, and at home too, are preparing him to choose his food sensibly when he no longer eats all his meals at home. He is beginning to understand why the food he eats affects his growth and physical fitness.

David's food is much the same in its variety as it has been for some years past, but the amount he needs has increased. Measured in calories, he needs close to 2600 calories each day. At eleven years, he needs about thirty-two calories per pound of body weight, and he weighs eighty-one pounds. He eats as much as his dad. It is estimated that children ten to thirteen years of age need from thirty-two to twenty-seven calories per pound.

David eats three good meals a day, and the evening and the noon meals are about equally substantial. Sometimes he asks for an after-school snack. At such times, he may help himself to fruit, or plain bread and butter. "No, no cake," Marjory insists. "If you're hungry, you'll enjoy bread and butter, and if you're not that hungry, you can wait until supper."

It is still rather a problem for David to learn to confine himself to a moderate use of sweets, although he knows quite well that he should do so. His big appetite seems to grow even bigger when he sees cake, or pie, or strawberry preserves before him—and then, to his surprise, his appetite for meat and vegetables has disappeared. For this reason, Marjory still has to insist that David cannot have cake and other sweet confections for his between-meal snacks, and that candy is to be eaten only with dessert or after the meal. He likes the "candy" that Marjory makes by grinding and mixing together dried fruits, such as dates, apricots, raisins, or figs, and he is willing to use it as a substitute for sugar candy much of the time.

There are a few foods which David definitely dislikes, but they aren't numerous enough to keep him from eating a balanced diet. Marjory is a good cook, and David has found from experience that trying a new dish is likely to be a pleasant surprise, and so he is willing to try an experimental taste. He has never been forced to eat a food that he dislikes.

From his classes at school, and from what Marjory and Jack have told him, David has learned that tea, coffee, and alcohol do not help boys and girls to grow, and that they may do harm. When they are used instead of milk, there is a serious lack in the diet. Furthermore, David now has ambitions about athletics in high school, and he is well aware that young athletes are advised not to use alcohol and tobacco if they wish to make the best possible performance.

"David's eating too fast; just look at him! Why, he's swallowing a mile a minute," sister Anne comments helpfully at dinner. David knows very well that he should eat slowly and chew his food well, but it's hard to remember when there are so many things demanding his interest and attention.

"How do you expect your food to digest if you gobble it whole?" Jack demands, in exasperation. "You can't be excused from the table until the rest of us are at least reasonably near the end of the meal, so you may as well relax." When David realizes that haste is useless, he eats more slowly. The food tastes good, after all, and he may as well enjoy it.

In looking back over the past eleven years, David's parents realize that he has come a long way from the little baby who subsisted on milk, orange juice, and cod-liver oil, and that their boy has succeeded pretty well in learning to like and eat a wide enough variety of foods so that he gets a balanced diet. The first few years were complicated by the fact that he had to learn to use fingers, spoons, cups, forks, and knives, too. Even now, he sometimes takes a short-cut by using his fingers instead of his fork, to sister Anne's disgust.

As she thinks over the experiences of these years, Marjory can see how she might have avoided some mistakes, and she realizes that when she has succeeded in guiding David's food habits, it has been because she has tried to stick to a few principles of conduct for herself as well as for David. It has been important to foster her son's good appetite by providing a daily program which included plenty of rest, as well as plenty of active outdoor play. David's appetite has been better at times when she was able to serve meals regularly, and when she has con-

trolled between-meal eating rather carefully. On occasions when David has merely picked at his food, without eating properly, it has usually improved his appetite for the next meal if she refused to allow him anything between meals. When David was younger, he ate with more pleasure when she served small enough portions so that it was easy to eat everything and ask for more if need be. Even now this is a practical rule, although the portions are larger than they used to be. The fact that Marjory is a good cook and takes pride in preparing and serving food attractively is one reason why her son eats well, of course. Without forcing her children to eat any particular food, Marjory has nevertheless assumed that food served to them would be eaten. And because she likes to enjoy her meals herself, she has tried to make mealtimes pleasant, and to avoid nagging corrections. It sounds like a model program—but David still doesn't eat his spinach!

#### SLEEP AND REST

Marjory and Jack had noticed for some time that David had a peculiar blind spot, every evening from about eight o'clock on, which made it impossible for him to see the clock or tell the time. They realized that he was hoping, by ignoring the clock himself, to induce them to forget his presence and let him stay up as late as they did.

Because they felt that it was time for David to graduate from the class of bedtime evaders, and to take more responsibility himself for going to bed promptly, they made an agreement with him. They first discussed with him the amount of sleep he needed in one week. Marjory and Jack then agreed to let David go to bed when he pleased, for one week, and David agreed, for his part, to get seventy-three hours of sleep in the week, to keep a record of the amount of sleep each night, and to be up and dressed in time to have breakfast with the family every morning. That meant getting up at seven.

They all agreed that he needed enough sleep so that he woke in the morning feeling rested and ready to get up. Although



Marjory had observed that Dave often needed ten and a half to eleven hours, she and Jack agreed to set a weekly sleep quota of only seventy-three hours.

On Friday, Dave was dismayed to discover that the hours of sleep for the preceding five nights added up to only forty-eight hours. He had gone to bed once at ten o'clock, twice at nine-thirty, and twice at nine. That left twenty-five hours to sleep on Friday and Saturday nights, twelve and a half each night. Now, to keep his agreement honorably, he had to go to bed unusually early, right after dinner for two nights. And while Anne was still up!

The experiment demonstrated to David that he had to go to bed regularly at a fairly early hour during the week in order to get seventy-three hours of sleep, especially if he wanted to stay up a little later than usual on Friday and Saturday nights. Unfortunately, it did not convince him that he needed seventy-three hours of sleep a week, and he made the topic a subject of such unceasing argument that Marjory was almost ready to yield to him in self-defense.

"Hick Johnson doesn't get any seventy-three hours sleep a week, and he's the strongest guy in our class. Why, I bet he doesn't even get sixty hours. I bet if I only got seventy hours, I'd get twice as much sleep as he does. Aw, mom, most of the guys don't go to bed until nine o'clock or after, maybe ten. Now look, mom, if I went to bed Monday, Tuesday, Wednesday and Thursday at half-past nine, and Friday and Saturday at half-past ten, and Sunday at ten, and if I got up at seven except Saturday and Sundays, and got up at eight o'clock on Saturdays and nine o'clock on Sundays, why, that would make an awful lot of sleep. I bet Hick Johnson doesn't get that much." And so on and on, while David figured endless combinations by which he could get plenty of sleep and still stay up late. Marjory wished that she and Jack had never thought of their ingenious experiment, especially as David was quicker at arithmetic than she was.

"Hick Johnson's thirteen, and you're only eleven. He hasn't any father, and his mother works at night cleaning offices, so

there's no one to tell him to go to bed. He'd be better off if he got more sleep, too," Marjory told her importunate son. "When you go to bed at nine for a few nights, then you are still sleepy and hate to get up at seven, so that shows you need more than ten hours a night. And you get cranky, too. So let's not argue about it any more," she concluded, hoping against hope that there would be no more discussion.

David feels unjustly imposed upon when he is compelled to go to bed earlier than so many of his friends, more than half of whom get a scant ten hours or less, in spite of the recommendations of doctors.<sup>1</sup> Although individual children differ in the amount of sleep which they need, Marjory and Jack cannot honestly say that David is among those who get along well on short rations. They are faced, therefore, with the problem of helping David to understand why he must continue to go to bed at the earlier hour. If they can convince him of the importance of sleep in preparing him to be a successful athlete, it may help matters. They realize that in the next few years, the demands on his evening time due to high school activities will increase much faster than his need for sleep will decrease, and that it is therefore very important for David himself to be thoroughly convinced of the importance of reasonably safeguarding his hours of sleep.

In the comparatively minor matters of getting ready for bed and taking care of his sleeping arrangements, David does well enough. Since he's lucky enough to have his own room and to sleep in a bed by himself, David can open the windows and adjust the bedding to suit his own comfort. Fresh, cool air, but not a draft, and light bedding that keeps him warm but not hot, help him to sleep restfully. He has learned to like a firm, rather hard mattress. He uses a small, flat pillow under his head, not his shoulders, just enough to keep his head from drooping when he sleeps on his side.

<sup>1</sup> Data in *Everyday Behavior of Elementary School Children*, O'Neill and McCormick, showed a little more than half of 11-, 12-, and 13-year-olds getting only 10 hours of sleep, while an additional 10 to 20% sleep only 9 hours or less. On week-ends, there is a sharp rise in the number sleeping only 8 or 9 hours.

Getting ready for bed, taking his bath, brushing his teeth, hanging up his clothes so that they can air, all these things are now entirely self-conducted.

Occasionally he goes with Marjory and Jack to an early evening movie, but his week-end bedtimes cannot be much later than those of week-nights if he is to get the sleep he needs. He goes to the movies about once a month, or less, but he usually attends the Saturday morning children's performance or an afternoon show.

Fatigue isn't a serious problem in David's life, although it might be if his parents were not vigilant to safeguard his sleep. Teachers have reported that more than 40 per cent of children aged 11, 12 and 13 show such signs of overfatigue during the day as listlessness, inattention, irritability, or nervous excitability.<sup>2</sup>

David's day isn't crowded overfull by homework, or special after-school activities. He's learning to play the trumpet, but that's fun.

"At least, it's fun for David!" Jack says grimly, with his hands over his ears.

One or two of David's friends have such a heavy program of music lessons, dancing lessons, and extra tutoring to help them through school faster, that there is little time for them to play and "fool around" at their ease.

Good food, plenty of outdoor activities and play, enough sleep at night, and the varied but not too crowded activities of happy home and school life have kept David from falling into the army of tired children.

#### CLOTHING

"He's a perfect model of how not to wear his clothes," Marjory sighs. "If his shirt and his pants part company, he doesn't care. If one leg of his knickers dangles unfastened, that's the way he wants it. But his sweaters, trousers, mackinaw and shoes must be what the other guys are wearing!"

<sup>2</sup> See *Everyday Behavior of Elementary School Children*, p. 50.

In spite of his preference for disorderly undress, David dresses for school or Sunday School with a fair degree of neatness.

Rubbers, galoshes, changing from wet to dry clothes, and wearing sweaters or coats when the first spring days begin to promise a little warmth, all these things seem pretty sissy to David when he's being a tough guy. There are more family arguments about these items than there were a few years ago, but David is learning that his parents have good reasons.

"All right, all right, I'll be an old lady and wear my rubbers," he grumbles, when Jack reminds him what a cold costs in time lost and doctor bills paid.

At other times, he comes under the influence of scientists and explorers and complains because his winter clothes don't comply with the requirements for arctic exploration.

"Gosh, mom, how do you expect me to keep warm in this thing?" he demands, pointing to the jersey slip-over he's been wearing. "Gosh, I should think you'd know wool was the thing for zero weather! And I ought to have a water-proofed parka, too. Andy's got one, and a red and black plaid wool shirt."

"It's by no means zero weather," Marjory replies. "Haven't you been warm enough?"

The direct question is ignored.

"Our science book says that wool clothes keep the heat of your body from being lost because they have lots of air spaces and air is a poor conductor of heat. And you can get one of those red and black plaid wool shirts like Andy's at Jordan's store. I saw them in the window."

Marjory is glad that David is learning to apply the teachings of science in practical matters, although his point of view is obviously biased by his wishes.

David and his mother have reached an amicable understanding in the matter of underwear. Through most of the winter, he can wear light-weight or middle-weight underwear, if he will remember to put on an extra sweater when he is chilly. Home and school are both warm enough so that heavy underwear makes him perspire, and except in the really severe cold weather he doesn't need it. He changes his underclothing and his stock-

ings for clean ones reasonably often, largely, it must be admitted, because Marjory reminds him to do so.

David has made his own shoe-polishing outfit, and he keeps his own shoes polished. Although his every-day shoes look rather battle-worn at times, his Sunday shoes shine beautifully. And speaking of shoes, he wants them comfortable for his growing feet. Low or flat heels, rather straight inside lines, plenty of room for the toes, and the right size, are the points he should look for when Jack takes him to buy a new pair. And he wants them to be *exactly* like Andy's!

Elizabeth is more interested in clothes than David and Andy, but it isn't an interest that takes much of her time as yet. She is more likely to keep her clothes clean than the boys, and she needs fewer reminders than they do about putting on the proper wraps when she goes out, and taking them off and hanging them in the coat closet when she comes into the house. Her girl friends have a fad of wearing ankle socks and going bare-legged all winter, but Elizabeth admits that the style is too cold for her. She wears the anklets until the weather begins to be cool, but she has promised her mother to put on long stockings as soon as she feels chilly wearing anklets. She often wears anklets and stockings, too, in cold weather, combining style and comfort. At eleven years of age, Elizabeth, David, and Andy are all accepting a considerable amount of responsibility for adjusting their clothing suitably to the weather.

#### GOING TO THE TOILET

David's toilet habits continue much as they have been for the past few years. He usually has a daily bowel movement and is only occasionally troubled with constipation. He is clean and neat in the use of the toilet seat, and by now he remembers, as a rule, to wash his hands thoroughly with soap and water after he has been to the toilet. His hygiene and his science classes have given him a new point of view about clean hands, and he knows that hand-washing after using the toilet has a real health protection value.

David knows the correct names for the parts of the body having to do with elimination of waste, and he naturally uses such words as bowel, intestine, rectum, bowel movement, urinate, constipation, diarrhoea, instead of the street jargon some boys use, or the finicky "nice" words that some of his friends have been encouraged to use by parents with false ideas of modesty.

#### KEEPING CLEAN

In spite of the preference for a disheveled appearance which David and his friends display out of school, most of them, including David, turn up at school quite neat and clean. The credit, of course, is due only partially to David, and much more to Marjory's hours of mending, washing, and ironing, but she is pleased to see that he can clean up without help now, and that he can make a very bright and shining appearance when he thinks the occasion warrants it. David takes an all-over bath or shower nearly every day, but at least half of his classmates take only a weekly bath.<sup>3</sup> He actually enjoys a shower and a good rub-down, but when he goes out to play he has little interest in maintaining a state of cleanliness, and a five-minute scrimmage with the football destroys all traces of soap and water.

David cleans and trims his own finger and toe nails now, but not very elegantly. He finds that the easiest way of maintaining finger-nail decencies is to rub soap under the nails and to scrub them with a nailbrush before he uses the file.

On the whole, he is more reliable in the performance of his habits of cleanliness than he was several years ago. Among at least a third of his schoolmates, it is a common fault to forget to brush their teeth, and David is still not above skipping this duty, but most of the time, subject to parental reminders, he brushes his teeth twice a day and uses dental floss at night.

He prefers to use his own toilet articles, towel and washcloth, and is righteously indignant if Anne borrows his new

<sup>3</sup> See O'Neill and McCormick, *Everyday Behavior of Elementary School Children*, for frequency of bathing.

military brushes. Marjory keeps him supplied with clean handkerchiefs, or paper handkerchiefs, and the teachers at school have been so insistent on this point that David is seldom caught without and is careful to cover coughs and sneezes.

By spells, at least, he remembers to keep fingers and pencils away from his mouth and face. His years of instruction in the use of the school drinking fountains have trained him so that he automatically keeps his lips away from the nozzle, and ever since he was a little boy he has been fussy about using an individual drinking cup. However, he isn't consistent in his cleanliness habits even yet. Although he usually washes his hands after he has been to the toilet, he still has to be reminded fairly often to wash them before coming to the dinner table.

#### KEEPING WELL

If his throat is sore, or if his nose is runny, or if he is sneezing and coughing, David is resigned to the fact that he'll probably have to stay home, in bed if necessary, until he is better.

"You'd better not forget to boil those dishes I used," he said to Marjory during the last such episode. "You cover them with water and boil them fifteen or twenty minutes and they'll be sterile."

Marjory realized that such a display of erudition was a legitimate bid for admiration.

"What do you mean, sterile?" she asked.

"It means all the germs on them have been killed. We've been doing experiments at school about it."

David doesn't worry about germs, because he hasn't grown up in a worrying household, and because he has lately been studying the stories of Pasteur and other scientists whose work has helped to conquer germ diseases. He can tell you how Jenner developed the idea of smallpox vaccination, and he knows how diphtheria immunization has cut down the danger from that disease. He has visited the city water supply, and the pasteurizing and bottling plant of one of the big milk companies, and in his social science class he has studied about the work of the

public health department in his community. He is learning some practical and useful facts about man's great struggle against disease and how it succeeds in his own town.

At school, David and his classmates are learning to accept some responsibilities for the health, comfort, and welfare of their school community. They share the tasks of keeping the classroom neat and orderly, adjusting window shades to avoid glare and provide a good, clear light, watching the room temperature to see that it stays near 68 degrees, explaining to the smaller children how to use the drinking fountains, serving on the School Safety Patrol, and doing other things that make the school a good place in which to work.

Once a year, whether he is sick or not, David makes a special trip with Marjory or Jack to Dr. Lynn's office, for a thorough health examination. He is more fortunate than many of his friends, who since the early years of childhood, have never seen a doctor unless they were sick.

"He has entered another period of more rapid physical change," the doctor explains to Marjory, "and the annual health examination during the next few years will give us information that will be helpful in choosing suitable school and sports activities, as well as discovering defects that need correcting. And I needn't remind you that a stitch in time is a saving."

The fact that his parents take him for an annual health examination impresses David with the idea that prevention is better than cure. When the school doctor or nurse asks the co-operation of the boys and girls, as in taking home reports to their parents, David is ready to do as he is asked.

David still makes a visit to the dentist three or four times a year. The dentist has made X-ray pictures of his teeth at intervals all through his childhood, but now that he is eleven years old, David is more curious about the X-ray pictures than he was when he was younger. The dentist has answered enough of his questions so that David knows that the X-ray machine makes a picture which shows what the insides of his teeth are like, and that the picture is very important because it helps the dentist to know what repairs he should make.



David often telephones to make his own dental appointment, when Marjory reminds him that it is time to do so, and he usually goes by himself. Because he has always had regular dental care, has kept his teeth clean, and has eaten well-balanced, nourishing food, he has good teeth which require a minimum of filling.

#### PLAY AND EXERCISE

Much of the most interesting part of David's life is spent outdoors, usually several hours a day, in work, or in play. Perhaps he helps Jack paint the fence, or repair the outdoor fireplace, or spade the garden. He and Andy and the other boys are building a shack where they can hold "club" meetings in very secret session. The outdoor activities help to keep David's appetite good, his muscles firm, strong, and responsive, and his circulation active with a good reaction to temperature changes. With a good circulation, he is less easily chilled and perhaps catches cold less readily.

The running, chasing, and dodging games that they played two or three years ago are still popular with David and his friends. Prisoner's base, hare and hounds, duck-on-a-rock, run-sheep-run, three-deep, and relay races of different kinds are among the favorites.

Now, however, the boys are interested in simple team games, and they value teamwork more highly than before. A modified kind of soccer is very popular, and they play several games with the volley ball, as well as a simplified kind of baseball.

David has had his bat for a couple of years and handles it well enough for a boy of his age. "But not so well that I'm planning to retire when he makes one of the big league ball teams," Jack comments. "That one was pretty poor, Dave. Try holding your hands farther from the end of the bat. Left hand about four inches from the end. Right hand above it. That's better."

Grandpa isn't quite as spry as he was ten years ago, but he's still able to show Dave a few tricks about kicking the soccer ball.

He doesn't like Dave's style when he kicks the ball from the ground.

"The trouble is, you kick the top or middle of the ball. You ought to place your right toe *under* the ball, so that as you raise your foot, the ball is lifted on your instep. Try it that way."

To David's pleased surprise, that way is an improvement, and he and Andy spend half an hour practising the kick. David is also learning to kick the ball from the hand.

"Hold it laces up, thumbs on top, touching the laces," granddad suggests. He's pretty keen to have David learn to do it just right. "Arms out in front, at waist level. Now swing your right foot forward, toes to the ground, at the same time that you drop the ball. That's the stuff." \* Skill in ball-play of various kinds will be an asset to Dave in many sports.

As compared with three years ago, David's skills in running, jumping, climbing, throwing, catching, striking, and kicking (balls, not boys!) are definitely improved, and he can hold his own with other boys his age. Greater physical maturity, plus practice, have made the improvement.

As compared with boys of the same class according to age, height, and weight, Dave just manages to score in the upper third in some of the tests he takes at school. He throws a basketball fifty feet, throws twenty basketball goals in two minutes, and throws a playground baseball 102 feet. He runs fifty yards in eight seconds, and seventy-five yards in eleven and two-tenths seconds. He can make a running broad jump of eleven feet, four inches, and a running high jump of three feet, nine inches. He can jump and reach thirteen inches. His score on the soccer kick for distance is fifty-eight feet, and he can pull up, to chin himself, six times. With his weight resting on his hands and toes, his body extended straight, he can dip to the floor and push up again thirteen times.<sup>5</sup>

Boys in David's classification according to age, height, and

\* Adapted from LaSalle, Dorothy: *Physical Education for the Classroom Teacher*, Chapter VI, "The Teaching of Skills." Copyright 1937 by A. S. Barnes and Company.

weight score in the lower third in these events if they throw a basketball less than thirty-nine and a half feet, throw fourteen or less basketball goals in two minutes, throw a playground baseball only eighty-eight and a half feet or less, or take eight and five tenths seconds or more to run fifty yards, or eleven and eight tenths seconds or more to run seventy-five yards. A running broad jump of less than ten feet, one inch, and a running high jump of less than three feet, four inches would place David in the lower third for his classification, as would a score of ten inches or less for the jump and reach, a soccer kick of forty-five and a half feet, a pull-up score of three and three quarter times when he chins himself, or a score of eight and a half times or less on the push-ups.<sup>5</sup>

Elizabeth, who is fifty-six inches tall and weighs seventy-eight pounds, scores in the upper third for girls of her classification. She can run the fifty yard dash in the same time as David, eight seconds, but her other scores are not quite equal to his. Girls do not as a rule do quite as well as boys in these events. Elizabeth can throw a basketball thirty-five feet and makes fourteen goals in two minutes. She can throw a baseball sixty feet, and her score on the soccer kick for distance is forty feet. She can jump and reach twelve inches.<sup>5</sup> The jumps, the push-up and the pull-up, and the 75-yard dash are not included in events for girls in her school, and in many other schools.

In addition to the games they enjoy, David and his friends are beginning to try many kinds of sports. David can already swim and skate, and he has started to learn to play tennis. He swims several strokes in good form and can dive, but on the doctor's advice he does rather little diving, because it seems to irritate his nose and throat and cause colds. At camp he has learned to row a boat and can paddle a canoe.

A year or so ago, David passed the tests for bicycle skill that were given at his school to all boys and girls who have bicycles. He can mount, dismount, signal for turns, balance, turn, and

<sup>5</sup> Adapted from Neilson, N. P., and Cozens, F. W.: *Achievement Scales in Physical Education Activities for Boys and Girls in Elementary and Junior High School*. Copyright 1934 by A. S. Barnes and Company.

stop correctly, and he controls the bicycle more surely each year. This means safety for himself and for other people.

David and the other boys go on frequent bicycling or hiking excursions. "Down to the creek," a couple of miles away in the country, is a favorite hike in winter for skating, for autumn leaves in October, or for violets in the spring.

Cubbing takes much of David's time. He wants to become a real Boy Scout as soon as he can.

The boys in David's gym class at school are learning some tricky folk dances, and if David ever thought that dancing wasn't exercise, he has learned better now. He is distinctly half-hearted about social dancing, although it was more fun than he was willing to admit when the gym teacher gave the class a few lessons. He hasn't cared to try it outside the gymnasium.

Skill, strength, and speed are qualities that David and his friends admire. They time their races, measure their jumps, and like to keep score in competitive games. Endurance tests are not suitable for boys and girls of this age, and David has the good sense to know that Jack is right when he says Dave must wait for a few years for competitive swimming, for distance runs in track, for weight throwing, weight lifting, pole vaulting, boxing, wrestling, real football, and real basket ball.

For his quieter hours of play, David turns to his tools, his books, the radio, his trumpet, games such as checkers, or perhaps his stamp album. He is now a stamp collector and his favorite radio program is the one which informs him about stamps.

David has a vigorous, alert bearing when he is playing games, or walking, or running, but Marjory worries because he slumps and slouches when he sits down to read or listen to the radio. He insists that he wants to relax at home, but that he sits up straight at school. To Marjory's surprise, his teacher confirms his statement.

"We've been having a posture project lately," the teacher told Marjory. "David made a very clear little talk the other day about how and why to sit up straight, and he and three other boys gave a demonstration. David is one of the sturdier boys, and when he has sufficient incentive, it's easy for him to sit up

straight. Some of the children are always tired, or are poorly nourished, and have such flabby muscles that it's not surprising to find they are stoop-shouldered and hollow-backed. Some of them improve a great deal when they have individual corrective teaching by the gymnasium teacher, but others need more rest and better food."

When Marjory asked Doctor Lynn, he told her that plenty of sleep and rest, a nourishing, well-balanced diet, and several hours of vigorous outdoor play every day were more important in shaping David's posture than the occasional half-hours when he slouched in the easy chair. "Don't nag at him," the doctor told Marjory, "but try to get him to sit up straight when he reads, to save eye-strain. Lounging around won't hurt him when he's listening to the radio or just gabbing."

To a surprising degree, Elizabeth enjoys the same kinds of games and sports in which David and Andy take part, although the boys and girls have separate gymnasium classes now, at the school which these three attend; and they play separately on the playground. She takes more interest than the boys do in dancing, but she likes the same sports and many of the same games.

David and Andy enjoy the companionship of other boys and spurn the girls most of the time. But they look on Elizabeth a little differently. After all, she's just Elizabeth, who has always lived next door, and she can run almost as fast as they can, climb trees as well or better, and catch a ball well enough to be useful in a game.

#### ADVENTURING SAFELY

David is a member of the School Safety Patrol now, and his scorn for traffic violators is superb. As a member of the Patrol, he wears a white Sam Browne belt, stands on the sidewalk at a busy corner near the school, and directs the school boys and girls as they cross the street.

"We aren't police, you know," he explains to Uncle Bill. "We have no control over motor traffic. Our signal to a motorist

merely calls his attention to his obligation under the law to respect the rights and safety of pedestrians." Uncle Bill suspects, and rightly, that Dave is quoting the Patrol manual. "What we do, is tell the kids when it's safe to cross, and they cross when we give them the signal," David adds in his own words. He takes his responsibility for looking after the safety of other boys and girls very seriously.

Naturally David applies his knowledge of traffic safety when he rides his bicycle. He has learned at school that in one year when there were 700 deaths and 34,000 injuries in bicycle-motor vehicle collisions, half of the deaths, and more than half of the injuries occurred among boys and girls aged five to fourteen years.<sup>6</sup>

"And do you know what, mom? In *three* out of *four* cases the bicyclist was violating some traffic law! Gosh, what dopes!"

David and most of his friends who own bicycles belong to a Bicycle Safety Club with headquarters at school. Its members pledge themselves to follow the rules of safe riding and to keep their bikes in a safe condition of good repair.

Jack and David have made a Home Safety Inspection blank, and now and then they make an inspection together. They look for conditions that may cause falls, create fire hazards, or expose the family to dangers from poisons or poisonous gases. They see that dad's firearms and ammunition are safely locked away where they'll be safe from inquisitive young friends.

David burns the trash for his mother as part of his regular chores. He uses a close-mesh wire basket, in a safe place in the back yard, and chooses a day when there's little wind. Jack has made it David's responsibility to see that lawnmower, rakes, and other garden tools are put away where they belong, and that when he has used his carpenter's tools, all go back in their proper places.

Of course, David forgets sometimes, with occasional disastrous results. He made a minor repair on Marjory's kitchen step-ladder recently but forgot to pick up the tool box, and when his

<sup>6</sup> See National Safety Council, *Accident Facts*, 1940 edition.

mother walked into the kitchen in the dark, she stumbled over it and got a black eye. For days afterwards, whenever he looked at his mother, David suffered mixed feelings of guilt for the accident and of injured self-esteem because his good deed in repairing the ladder turned out so badly.

When David goes swimming, he is still obliged to follow the rule of going with a companion and not swimming alone. He must wait an hour or more after meals before he enters the water, and he knows that he should not dive in shallow water or among rocks, or try to swim farther than his strength allows, or to do stunts that are beyond his skill. Jack has explained these things many times. The restrictions irk David, although he concedes their common sense, but he knows that his privilege of going swimming with the other boys when no adult is present may be revoked unless he complies. He doesn't realize, most fortunately, that his dad secretly sympathizes with his impatience, and is careful not to inquire too closely into what happens on such expeditions.

When David goes skating, however, he is quite willing to follow the rule he has learned at school: "One inch, keep off; two inches, one may; three inches, small groups; four inches, o.k." He has no desire to go through the ice into the water, as a group of his school-mates did one day.

His summers at camp have taught David to be more skilful in certain safety practices. He can build and put out a campfire, and knows how to choose a safe place for it. He knows how to use a rowboat and a canoe safely, and he knows why it's a good idea to boil the drinking water on a camping trip, unless it comes from a source of known purity. He recognizes poison ivy, and knows how to wash himself thoroughly with a stiff lather of laundry soap to remove the oil of the ivy if he has been exposed to it. When he goes on a long hike, he wears sturdy, well-fitting shoes, with thick woolen socks, for foot comfort and blister prevention. He knows what to do for a mild sunburn or other mild burns, and can give first aid in small cuts, scratches, bruises, or nosebleed.

## CARE OF THE EYES

School work requires more reading and close eye work now than it did three years ago, and David often has to put into practice what he knows about choosing a good light for working and reading. He has learned that he is really more comfortable if he chooses a position in which the light doesn't shine into his eyes or make a shadow on his work. He knows that he should work in a good clear light, not a dim light, and he also knows that if there is glare in his eyes from a bright light or reflection, his eyes grow tired more quickly.

His eyes have been examined by an oculist several times, an experience which David enjoyed because the doctor gave such interesting answers to his questions. David is glad that he doesn't have to wear glasses, as some of his friends do, but he can see the sense in the rule the teacher has made that all the boys and girls who do have glasses should wear them for work. The glasses do no good lying at home in a drawer.

David's habits of using his own individual towel and washcloth, and of keeping his hands away from mouth, eyes, and nose help to protect his eyes from infection.

## SEX EDUCATION

In common with many of his friends among the boys, David keeps aloof from the girls nowadays, chiefly because they don't interest him. He gets on with them courteously enough if necessary when, for example, he has to serve on a school committee with girl members. By and large, David wouldn't miss the girls if the whole lot of them moved to Mars. Indeed, he would probably be more interested then than now, since life on Mars has always aroused his curiosity.

Nevertheless, David's sex education is progressing. The newspapers, especially the tabloids, the illustrated picture magazines, the movies, the radio, certain types of advertisements, conversations with other boys, and his own observations all teach him that sex has more to it than he was aware of three years ago.



Marjory and Jack know this, too, and they take pains to keep a leap ahead of the tabloids, the "pics" and the other boys.

Some of the methods David's parents use are rather indirect. David's long-established daily program of playing and working, eating and sleeping and keeping clean gives him a good start with good health. His numerous active interests in games, sports, and hobbies help to keep him busy and happy, his mind occupied with wholesome curiosity about so many things that sex curiosity fills only its normal place. He has some definite home responsibilities which teach him that every member of the family has to carry his weight in making a good home, with happiness for each one in it. He is learning through experience what happy family life is like.

The ideals and the happy associations with home life which he has formed through his experiences in these early years are even more important for his future sex adjustments and married life than are the facts about sex which he has acquired. Although it is important that he should be adequately informed, it would be fairly easy for him in the future to make up for gaps in his information, but if his early home life were shallow, superficial, or unhappy, failing to help him form desirable social and sex attitudes, it might be difficult or impossible for him to form those attitudes in later life.

David has a chance to read good books which help him to crystallize his ideas about desirable kinds of friendships between boys and girls and men and women, and about happy home life. The two famous books of Louisa Alcott, "Little Women" and "Little Men" still keep the interest and high regard of many of the boys and girls of David's age. He has read some factual books for boys or girls about birth, growth, and development, such as "Growing Up," by de Schweinitz. And some of his reading, as has been said, comes from the tabloids.

Jack and Marjory don't like tabloids or sensational picture magazines, but they don't gloss them over with additional lure by forbidding them. At present, David reads them rather casually, as they happen to be brought to his attention by accident, or by other boys. Jack and Marjory read them whenever David

brings them home. If a sensational sex case is reported, they make it easy for David to ask questions, and they try to explain to him in a serious way what is back of the innuendo in the newspaper story. For example, they try to help David to understand the human problems of the unmarried mother, so that he will understand the social responsibilities each person must assume in his sex conduct. They try to give him the kind of sound, balanced information which will relieve his mind of half-formed fears and anxieties that might be caused by misinformation and sensational distortion of fact.

His parents have noticed that David is more reticent about asking questions about sex matters than he was several years ago, and they realize that he has probably heard enough questionable conversation from some of the older "tough guys" at school so that he feels more embarrassment about sex questions than he did. Although he has been well informed for a child, they know that he is far from having a full understanding of sex adjustments, and they are anxious to retain his confidence, so that he will continue to come to them for advice or information through the adolescent years.

It must be admitted that David's advantages in sex education have been somewhat unusual. In one study of elementary school children, there were about three-fourths of the children who did not know from their parents where babies come from.<sup>7</sup> In different groups, there were from 29 per cent to 82 per cent who did not ask sex questions of their parents without embarrassment, and approximately as many who did not come to their parents for sex information.

David is entering a period of growth in which his own sexual development will be accelerated. His talks with his dad, and the books he has read, help him to understand that he is growing up, and that changes are taking place in his own body which in a few years will make it possible for him to marry and have children.

Because David reads the newspapers, he is acquainted with the fact that there is a public health campaign against syphilis and

<sup>7</sup> See *Everyday Behavior of Elementary School Children*.

gonorrhea. He knows that these are serious diseases which cause a great deal of trouble. It doesn't occur to him that there is any reason to speak of them in a hush-hush tone of voice, if they have to be mentioned.

Elizabeth's parents are of the same school of thought as David's, and they have explained to their daughter about the changes in bodily development which occur in girls of her age. She knows enough about the nature of menstruation, and how to care for herself at that time, so that she will not be unprepared when she first experiences it.

#### LEARNING, THINKING, AND DEVELOPING MENTALLY

David is definitely more grown-up in his methods of thinking, learning, and solving his problems than he was when he was eight years old. The fact that he is growing up mentally is one of the basic reasons for his parents' belief that he is mentally as well as physically healthy.

It is nothing new for David to think for himself, and to find out things for himself; he has been doing that, in one way or another, since he was a baby, but now he is using more advanced methods of investigation. When he finds an unfamiliar word, he looks it up in the dictionary, instead of asking dad or mother. The Encyclopedia is an old friend, and each issue of his *Popular Mechanics* magazine is worn to shreds. He is a steady patron of the public library, and knows more about how to find what he wants in its books and magazines than many an adult does. He's lucky in that respect, because the children's librarian goes to some pains to teach the boys and girls to know their way around in card catalogues, stacks, and reference books.

Thought and action often go together, sometimes to an alarming extent, when David starts to investigate.

"Learning by doing is all very well, until it comes to studying the food habits of black snakes and keeping them in the cellar without telling me anything about it," says Marjory. "No more snakes in the cellar!"

Nevertheless, the habit of investigating and experimenting,

through first-hand observation, increases David's self-reliance, and makes him less likely to believe all that he hears or reads.

Sometimes David's investigations put him in possession of facts which even dad doesn't know, and sometimes David confidently, and correctly, points out to Jack that he's wrong. Jack isn't too proud to admit a mistake, and David likes and respects him for it. "Anybody can be wrong once," he says magnanimously.

David has to make a good many decisions for himself which Jack and Marjory made for him a few years ago. He has to decide how he will spend his allowance. Although there are arguments with the parents about suitable wraps, David has to make the decision and to take the consequences if he guesses wrong. He has to decide how to plan his time on Saturdays. There are certain required home duties, but he has to make his own schedule for doing them. If he puts them off and then can't go swimming when the other boys swim, it's his own responsibility. These decisions, and many others, are helping him to discover that if he makes a mistake, he takes the consequences—and that it's better to think first and not make the mistake.

David, and the large majority of boys and girls of his age, have formed the habit of doing for themselves such things as washing neck and ears, caring for finger nails and toe nails, taking baths, and looking after other matters of personal cleanliness. Perhaps a fifth or a sixth of them still need help. The children who do these and other things for themselves have become just that much more self-reliant, and have made that much progress toward mental health, for which self-reliance is essential.

#### EXPRESSING AND CONTROLLING EMOTIONS

Jack and Marjory aren't conscious of any spectacular changes in David's emotional development, but when they look back five or six years, they realize that he has become much more stable emotionally than he was before he started to school. He shows his added maturity, for example, in the way in which he reacts to pain, disappointment, opposition, criticism, or censure. When he was just a little tot, he was likely to cry if he was

hurt, or disappointed, or punished. Now he rarely cries because he is hurt. He is learning that being a good sport about disappointments is more likely than moping to bring some pleasant compensation. He didn't even get honorable mention in his first Soap-Box Derby, for example, but he went up to congratulate the winner. The two boys took a liking to each other, and now David has a new friend—although David hopes to beat him next year.

Six or seven years ago, when David and Andy disagreed in their play, it was not uncommon for them to quarrel, and for one of them to go home angry or in tears, to tell mother. David has other ways of dealing with opposition now. Sometimes he argues in an attempt to win his own way. Sometimes the argument is arbitrated, and sometimes it is settled with fists, and sometimes David just accepts the fact that he can't have his own way. But he no longer goes home to mother in tears.

It is still difficult for him to learn to accept criticism or censure, but he is much more reasonable about it than he used to be. When he was a toddler, and his mother called him a naughty boy, he would often say, "You're a naughty mother," and pout and cry. When he was five or six, and his mother reproved him one day, she found him seated on the steps saying to himself, "I hate mother, I hate mother!" When he was seven or eight, he sulked. At times, he still sulks, but he is more inclined to argue. He is learning to admit it when he is wrong and to try to avoid the same mistake in the future.

It isn't easy for David to keep his temper and sometimes he flies off the handle, although he is old enough to be ashamed of himself afterwards, and to realize that he can get into trouble unless he controls this fault.

Perhaps it is in line with David's difficulty in accepting criticism that his feelings are rather easily hurt. This is a common fault with at least half of his schoolmates, and most of them suffer from it at times, so perhaps it isn't surprising that David is afflicted too. His mother is trying to help him to see that if he thinks more of other people, and less of himself, he won't have hurt feelings so often, but the philosophy is rather ad-

vanced for him to practice, although he recognizes it as familiar Sunday School teaching. He must learn to overcome this tendency if he is to be a happy and fully effective person.

David also shows his emotional development in the deepening of his love for his mother and his dad, and Anne too, for that matter. He is really more concerned for their happiness than he was a few years ago. At the same time, he is less dependent on them emotionally. When he was seven or eight, he liked to find mother at home when he came back from school. He still calls out, "Hey, mom!" the first thing, when he comes in the door, but now he doesn't mind if she isn't there. He rather likes to have his folks go out for the evening, and leave him in charge of the house, and of Anne. When he was only eight, this very rarely happened, and then only for a short part of the evening. Such an event was a distinct adventure, uncomfortably fringed with nervousness. Now David can go to camp, or to Aunt Beulah's farm for a week or two without feeling homesick. Well, if he feels homesick, he gets over it.

Although he is more independent, he still confides in his parents, discusses things that puzzle him and asks their help and advice.

He's a cheerful individual most of the time. His sense of humor is rather inclined towards practical jokes just now, but at least he has a sense of humor, and it's susceptible of improvement. If he can laugh when the joke is on himself, he has the best of protection against the times when he is the one who is being teased.

#### GROWING UP SOCIALLY

"One of the most common expressions of mental illness is an exaggerated self-concern," Doctor Lynn told Marjory one day, when she asked what he thought of David's mental health. "Among the mentally ill, I have seen person after person whose interests were abnormally centered in their own importance, their own safety, or success, or pleasure. Although I can't say that too much ego was the cause of the illness, I do feel that a normal, generous interest in the welfare of other people is

very good mental hygiene. Don't try to do everything for your children; let them have fun doing things for you!"

David does enjoy doing things for his parents, especially the things he has thought of himself, as a surprise. He may not like to perform his routine chores, but he took real pleasure in cutting the grass one day, when he thought of it all by himself as a surprise for his dad. He is learning to be considerate of his mother's comfort, to offer her the most comfortable chair, to open the door for her, and to carry packages in from the car. For days before a birthday, Anne and David may be seen in supposedly secret conferences, planning how they can spend twenty-five cents most advantageously, in pansies or geraniums for mother, or in handkerchiefs for dad. Andy and Elizabeth are remembered, too, on birthdays and at Christmas. Nevertheless, David still has much to learn about the meaning of courtesy and consideration for others.

David's mental health is also safeguarded by a feeling of security which comes from knowing that he has a welcome place in his family and in his circle of friends, where he feels comfortable, happy, and at home. He gets on well with his friends partly because he is cheerful and sociable, but also because his home training has taught him to have certain traits which make him acceptable as a playmate. He has learned to play fair, and to respect the rules of the game. He has learned to be generous in a reasonable sharing of his possessions. He has learned to do the things that boys of his age like to do, in sports and games. He often takes the lead in planning and suggesting what to do, but is inclined to be a bit too bossy. His mother tells him that he should be more willing to do what the other fellows plan. When they went skating without him on the afternoon when he wanted to build a snow fort, he realized that he couldn't dictate to them, but had to consult their wishes too.

Most of David's friends are boys about his own age. Elizabeth remains a friend, but girls in general don't interest him. Although he probably enjoys the company of his friends more than that of his family for most of his excursions or hikes, he does enjoy the family picnics or trips when dad, mother, and



Anne, and perhaps Uncle Bill and himself make up the party. He likes it better, though, when Andy can go along.

David is improving somewhat in social polish and poise. He has had to take part in programs often enough at school so that he views his public with considerable confidence. This isn't to deny that he has stage fright, but in moderation. He can also behave himself well in an assembly of grown people. When he and Elizabeth had to pass sandwiches at her parents' wedding anniversary party, they did it with the professional expertness of the best movie butler. It is true that David's self-confidence is sometimes expressed too blatantly, as when he intrudes too much upon a grown-up conversation, but he doesn't yet have the judgment to know just when it is wiser to keep in the background. The experiences which help David to feel at ease in social situations will make him happier when he goes to high school, where social life is more complicated than it is in the sixth grade.

David has become interested in magic, and although his performance don't fool even his best friends, this hobby provides many hours of hilarious entertainment. Marjory hopes that when he does acquire some skill in it, the accomplishment will keep him from being the life of the party in more objectionable ways. Andy is sometimes Dave's assistant, but Andy has ideas of his own about entertainment. He'll play "The Storm" for you on the piano without the slightest encouragement.

David lives in a wider world now than he did when he was eight years old. He has studied about the government of his town and country, in social science classes, and he knows something about what citizens are supposed to do. With other members of his Cub Pack, he has helped to distribute posters about Be Kind To Animal Week, Clean-up Week, and Fire Prevention Week. In school, and at home, he carries his responsibilities dependably. He's on his way to becoming a good citizen.

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David is graduating from the sixth grade, and his parents are attending the exercises of the last day of school. It's plain that they are bursting with pride when David makes his appearance with the other boys and girls.

"Pretty good job we've turned out," Jack whispers to Marjory. She smilingly agrees, but she knows that she and Jack have had a very able partner in David himself.

It is obvious that no one else can breathe for David, or digest his food, or sleep for him. It is just as necessary for his development that he should think and act for himself. But he has to begin to do things for himself in childhood. Otherwise, he will be dangerously inexperienced when, leaving childhood, he reaches out for the freedom and independence which, normally, he should be granted. David's parents have guided and helped him, but they have helped him most when they have taught him to help himself.